DOCUMENT RESUME

ED 036 003 EC 004 807

TITLE	EDUCABLE MENTALLY RETARDED; LEVEL III.
INSTITUTION	FORT WORTH PUBLIC SCHOOLS, TEX.
REPORT NO	CURR-BULL-603
PUB DATE	69
NOTE	157P.
EDRS PRICE	EDRS PRICE MF-$0.75 HC-$7.95
DESCRIPTORS	*CURRICULUM GUIDES, EDUCABLE MENTALLY HANDICAPPED, *EXCEPTIONAL CHILD EDUCATION, HOME ECONOMICS EDUCATION, INSTRUCTIONAL MATERIALS, INTERMEDIATE GRADES, INTERPERSONAL COMPETENCE, LANGUAGE INSTRUCTION, LEARNING ACTIVITIES, MATHEMATICS INSTRUCTION, *MENTALLY HANDICAPPED, MUSIC ACTIVITIES, PERSONAL GROWTH, PHYSICAL ACTIVITIES, SCIENCE INSTRUCTION, SELF CARE SKILLS, SOCIAL DEVELOPMENT, UNIT PLAN, VOCATIONAL EDUCATION

ABSTRACT

THE GUIDE INCORPORATES A VARIETY OF PHYSICAL, PERSONAL, SOCIAL, AND VOCATIONAL EXPERIENCES TO BE ACHIEVED BY EDUCABLE INTERMEDIATE PUPILS. NINE RESOURCE UNITS, DESIGNED AROUND THE FOUR AREAS, EMPHASIZE THE DEVELOPMENT OF COMPETENCY TO PERFORM SIMPLE TASKS AT HOME AND THE DEVELOPMENT OF A SENSE OF RESPONSIBILITY. EACH UNIT INCLUDES AN INTRODUCTION, THE OBJECTIVES TO BE MET, A LISTING OF MOTIVATING ACTIVITIES, DEVELOPMENTAL GOALS INCLUDING SPECIFIC LEARNING ACTIVITIES, A VOCABULARY LIST OF NEW WORDS, A TEACHER EVALUATION, SUGGESTED AUDIO-VISUAL AIDS, AND SUGGESTED SUPPLEMENTARY BOOKS FOR PUPILS. UNIT TITLES ARE CITIZENSHIP AND PATRIOTISM, FAMILY AND COMMUNITY, HOUSING THE FAMILY, FEEDING THE FAMILY, CLOTHING THE FAMILY, TRAVELING IN THE COMMUNITY, COMMUNICATING WITH OTHER PEOPLE, PHYSICAL FITNESS AND RECREATION, AND SEASONS AND HOLIDAYS. A BIBLIOGRAPHY IS PROVIDED FOR TEACHERS WHICH LISTS CURRICULUM PUBLICATIONS, BOOKS, PERIODICALS, FILMSTRIPS, RECORDS AND PAMPHLETS WITH RELATED ACTIVITIES; SEVERAL BOOKS ARE LISTED FOR PARENTS. AN APPENDIX GIVES A CHECK LIST FOR THE EVALUATION OF A PUPIL'S LEVEL OF COMPETENCY ON EDUCATIONAL AND DEVELOPMENTAL TASKS AND A SAMPLE FIELD TRIP PERMISSION SLIP. (WW)

EC 04807E

ED 036003

EDUCABLE MENTALLY RETARDED

LEVEL III

Curriculum Bulletin
Number 603

Fort Worth Public Schools
Fort Worth, Texas
1969

ED036003

EDUCABLE MENTALLY RETARDED

LEVEL III

Curriculum Bulletin
Number 603

Fort Worth Public Schools
Fort Worth, Texas
1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Board of Education

MR. LOYD L. TURNER ..... PRESIDENT

MR. BILL ELLIOTT ..... VICE-PRESIDENT

MR. JIM HARRIS ..... SECRETARY

MR. BOBBY L. BRUNER

THE REVEREND JOHN R. LEATHERBURY

MRS. CAREY H. SNYDER

MR. GREEN B. TRIMBLE

Administrative Staff

Mr. Julius G. Truelson ..... Superintendent of Schools

Dr. Ivan W. Fitzwater ..... Deputy Superintendent

Division of Instruction

Mr. James M. Bailey .... Assistant Superintendent for Instruction

Mr. Harold Graves ..... Director of Curriculum and Research

Miss Josephine Kelly ..... Director of Special Education

Dr. Caroline Locke ..... Director of Teacher Education

Mr. Robert M. McAbee .. Director of Vocational-Industrial Education

Mr. Jack Tarvin ..... Director of Federal Programs

Mrs. Nancy Vick ..... Director of Secondary Instruction

Dr. G. Weldon Wells ..... Director of Elementary Instruction

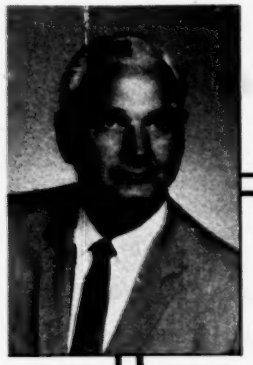
Mr. David Gillmore ..... Assistant Director of Research

Dr. Dewey W Mays, Jr. ..... Assistant Director of Curriculum

Mr. W. A. Tunstill ..... Assistant Director of Federal Programs

Mrs. Luella Higley ..... Coordinator of Instructional Materials and Library Services

Mr. Tom Young ..... Coordinator of Title I



Foreword

The philosophy of the Fort Worth Public Schools dictates that each pupil shall be provided an educational program which will help him to cope with problems as he develops to his full potential. This commitment to the children and youth of this community, then, demands that appropriate guidelines be developed so that this goal may be realized. To help all children become self-sustaining, responsible, and contributing citizens, many programs have been developed. One such program is for the mentally handicapped.

This publication represents level three of a seven-level series of curriculum guides in life experiences designed to meet the specific needs of children and youth who are diagnosed as moderately retarded. Its major goal, as a publication, is to assist the teacher in providing an appropriate educational program based on the needs, abilities, and disabilities of these pupils.

The practical aspect of the guide forecasts a realistic preparation for life adjustment. Proper implementation of the guide will more nearly insure for each mentally retarded pupil the development of adequate personal adjustment, appropriate work habits, and worthy social attitudes. Every effort has been made to design a format which presents each prescription for learning in a developmental sequence.

No program can be successful without creative teachers; therefore, teachers are urged to exercise their ingenuity in implementing the suggested activities and to explore freely the possibilities of additional activities. Hopefully, this guide with its suggested activities will foster unity rather than uniformity in the curriculum for the educable mentally retarded.

Julius Truelson
Superintendent of Schools

October, 1969

Production Record

This Level III guide follows the goals and general plans of the curriculum guide for the Educable Mentally Retarded provided by the Texas Education Agency. It was written as one in the series of curriculum guides for the total Fort Worth program for educating children with I. Q. 50-70, inclusive.

Teachers have been using the Level I and Level II guides and have made suggestions for additional activities for Level III. These suggestions were studied and were incorporated into the present guide. We wish to express our appreciation to the teachers listed below for assuming the major writing responsibilities.

Mrs. June Cheek — Diamond Hill Elementary School
Mrs. Helen Willemin — Central Cities Program

We are also indebted to Mrs. Minnie Alice Suo, Consultant in Special Education for the Retarded, Education Service Center, Region XI, for reading the guide and making suggestions for the activities. Miss Josephine Kelly, Director of Special Education, deserves special recognition for her efforts in the planning and editing of this guide.

This bulletin was planned, edited, and published by the Department of Curriculum.

Harold Graves

Harold Graves
Director
Curriculum and Research

September, 1969

Table of Contents

PART ONE INTRODUCTION 1

Philosophy 1

Goals. 1

Educable Mentally Retarded Program 2

Functional Level 5

Use of the Guide 11

PART TWO SUGGESTED UNITS. 13

Unit I Citizenship and Patriotism. 15

Unit II Family and Community. 27

Unit III Housing the Family. 41

Unit IV Feeding the Family. 53

Unit V Clothing the Family 65

Unit VI Traveling in the Community. 79

Unit VII Communicating With Other People 91

Unit VIII Physical Fitness and Recreation 103

Unit IX Seasons and Holidays. 115

PART THREE BIBLIOGRAPHY 127

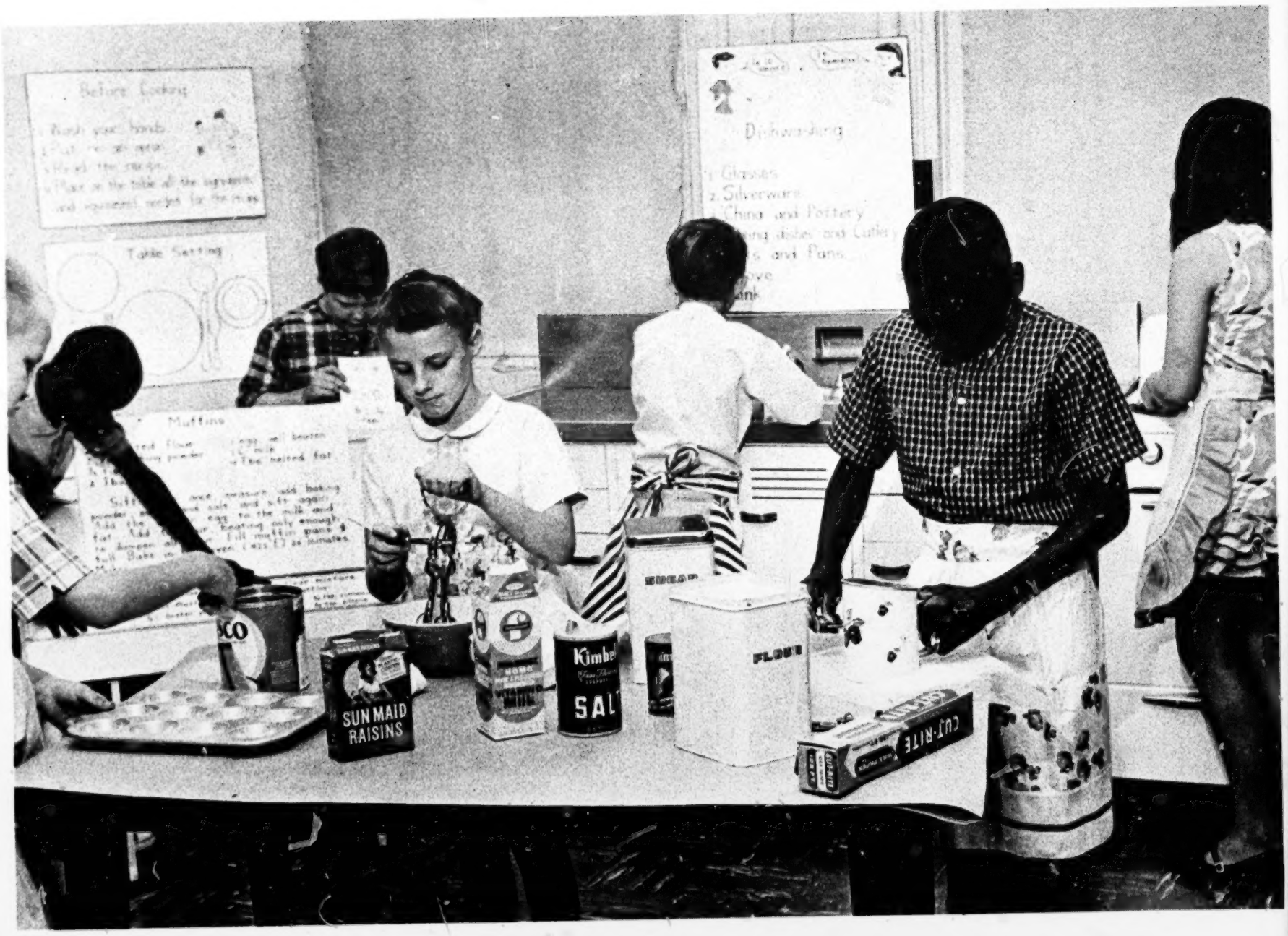
Bibliography for Teachers. 127

Bibliography for Parents 134

PART FOUR Appendix 137

Appendix A, Evaluation Standards 137

Appendix B, Parents' Permission for Field Trips. 143



PART ONE INTRODUCTION

Part One

Introduction

A curriculum for all children and youth is based on a philosophy of providing for individual differences in pupil growth and development. For this reason a separate and distinct curriculum has been provided for the educable mentally retarded pupil. A pupil may enter this program when he becomes eligible for public school attendance or at any time thereafter that he might be diagnosed as mentally retarded. He follows this sequential curriculum until he completes seven levels or is terminated because he can no longer benefit from school experiences. When the pupil completes the seven levels of development he receives a diploma from the school.

The objectives are the attainment of physical competencies, personal and social competencies, and vocational proficiencies through a program of personal and functional experiences. The program design permits each pupil to progress at his own rate of development without undue pressure or comparison to other members of his group. The program is free from annual promotion or retention.

Areas of skill and developmental growth are interwoven into these three broad goals of the program. They are introduced sequentially as the pupil reaches his particular level of physical, emotional, and intellectual maturity. Repetition is needed, not in isolation, but in relation to the areas of competency and proficiency.

This guide, designed for Level III, provides sequential goals with suggested activities for pupils that have attained a mental age of six years and six months to nine years.

I. PHILOSOPHY OF EDUCATION FOR MENTALLY RETARDED CHILDREN

Special education for the mentally retarded is based on a philosophy that all children are entitled to an education with opportunity to develop to their highest potentials and capabilities at their own rate of progress without undue pressure from the teacher.

II. GOALS

The goals of the program are (1) Physical Competency, (2) Personal and Social Competency, and (3) Vocational Proficiency.

The scope and sequence of Level III is designed to assist the pupil in developing adequate physical skills, in acquiring basic academic skills, and in improving social skills. The ability to perform simple tasks at home and to develop a sense of responsibility is encouraged. Developing a realistic awareness of limitations and abilities can help the pupil function more effectively on the school campus and in the community. Acquiring knowledge about community services and job opportunities is important at this level.

Skills are taught, re-taught and over-taught, not in isolation but in relation to the areas of competency and proficiency.

III. THE EDUCABLE MENTALLY RETARDED PROGRAM

A. The Special Class

Education is the social instrument through which our culture is perpetuated, implemented, and refined. For this reason education must serve all school-age pupils; these pupils display a wide range of learning patterns. The mentally retarded succeed most efficiently when teachers with special training work with them in special settings with specialized materials. The special class has been initiated to give pupils handicapped by mental retardation educational opportunities consistent with their abilities.

A desirable facility for a special class should provide space for various work areas. It should be located near regular classrooms with pupils in the same age group. The room should provide areas to practice food preparation, a sewing center, a carpenter's work bench, an audio-visual center, and an academic center. Easy access to the nurse's office, restroom facilities, and running water is desirable.

The enrollment in special classes is dictated by a state formula. The Fort Worth Public Schools must provide an average of somewhat more than 13 pupils per class to receive state funds for classes in operation.

B. Identification of the Educable Mentally Retarded

A pupil with an intelligence quotient between 50 and 70, and who is incapable of being educated in a regular classroom, is considered educably mentally retarded. He may be expected to profit from a program with activities designed to develop physical, personal and social competencies, and vocational proficiencies.

Pupils who are mentally retarded are characterized by some of the following traits.

1. Delayed in acquiring early developmental skills such as walking, talking, interaction with peer groups, and sensorimotor development

2. Impaired learning ability in academic areas

3. Difficulty with solving problems or with reasoning in the abstract

4. Inability to follow instructions

5. Appear unable to work independently

6. May have difficulty making social adjustments

C. Eligibility for Special Class Placement

1. Be of legal school age

2. Function intellectually within a range of 50 to 70 I.Q. as measured by appropriate Wechsler, Binet, or other comparable scale

3. Be retested with appropriate intelligence scale no less than once every three years

4. Have a medical evaluation prior to placement

5. Have parent or guardian approval for placement

6. Have control of body functions

7. Have potential for acceptable adjustment in class

8. Reside in Fort Worth Independent School District

D. Referral Procedures by the Principal

1. Obtains psychological evaluation

2. Counsels parents toward special class placement

3. Provides Special Education forms for parent to complete or have completed, including Application Form (Form 878), Medical (Form 891), and Parent Permission (Form 886)

4. Completes School Referral Form (Form 879) and directs all completed forms to the records clerk, Office of Psychological Services, or to the Department of Special Education

E. Admittance to the Program

The Screening Committee for Special Education will determine eligibility of the pupil for special class placement. The Director of Special Education will notify the parent, by mail, of the decision of the Screening Committee (with a copy to the referring principal) and, when space in a classroom is available, the copy of the Enrollment Form (Form 890) shall be sent to the parent for presentation to the receiving principal; the duplicate copy shall be forwarded to the receiving special teacher.

When the pupil presents the enrollment form to the receiving principal, this principal shall, within three days, notify the Department of Special Education on Form ED-51 of the assignment of the pupil to a special class. In like manner, when a pupil withdraws, a report on Form ED-52 shall be sent to the Department of Special Education within three days after the withdrawal.

F. Intellectual Evaluation

1. Intelligence Quotient (I.Q.)

Intelligence is the capacity of the individual as a whole to act purposefully, to think rationally, and to deal effectively with his environment. This capacity is composed of abilities which are quantitatively different although not entirely independent. Intelligence tests attempt to measure these abilities.

The intelligence test results (I.Q.) represent the position of the individual with respect to other individuals of similar age. The I.Q. varies according to the specific instrument used and the particular abilities it was designed to measure. No test samples all abilities, therefore it does not represent all of the child's mental development.

2. Mental Age (M.A.)

Mental age is based on the technique of scoring tests in terms of age units and does not represent that children with similar mental ages but dissimilar chronological ages will function alike. The mental age represents the rate of mental growth and development and is one criterion for predicting academic potential. It is not sufficient to establish a diagnosis of mental retardation alone.

Converting of I.Q. to M.A. may be accomplished by the following formula:

$$\frac{\text{C.A. (in months)} \times \text{I.Q.}}{100} = \text{M.A. (in months)}$$

Caution: These conversions should be used only as a very gross estimate. Particular caution should be used in generalizing from I.Q. scores on tests two-to-three years old.

IV. FUNCTIONAL LEVEL

The curriculum content for Level III provides for development of increased physical competencies, improvement in social adjustment, acquisition of basic academic skills, and the development of an awareness of limitations and needed vocational abilities. A pupil with a mental age ranging from 6.5 to 9.0 years is expected to function in Level III. In this level, the pupil is ready for instruction in the basic academic subjects. These subjects are taught on a functional basis rather than in a traditional manner. Each pupil should progress at his level of ability. The material used to teach the academic skills should relate to the needs and experiences of the pupil. Opportunities to participate in the areas of home and family living, arts and crafts projects, musical activities, and school and community functions should be provided. As the pupil progresses through the functional level he should become aware of job opportunities in the local community that offer kinds of work corresponding with his abilities.

Guidelines for Level III

A. Language Skills

1. Oral language

a. Goals

(1) Developing a vocabulary

(2) Developing sentence patterns

(3) Developing skills in observing and reporting

(4) Developing expressive language

b. Sequential skills

(1) Learning functional words associated with unit

(2) Finding words to describe objects and experiences

(3) Relating personal experiences

(4) Recalling an experience obtained from books, films, radio or television; talking to peers, parents, teachers, and strangers over telephone

2. Written language

a. Goals

Developing understanding of printed and written words

b. Sequential skills

(1) Writing name, address, telephone number, birth date, and parents' name

(2) Understanding the use of capitalization

(3) Understanding the use of punctuation marks

(4) Developing the ability to do cursive writing

3. Spelling

a. Goals

Developing a word list for units of study

b. Sequential skills

(1) Learning the alphabet

(2) Learning to spell names of self, peers, and family

(3) Learning to spell words related to units of study

(4) Learning to spell words related to the environment

(5) Learning to spell words for protection and need

(5) Developing the ability to dictate and copy an experience story from the chalkboard

(6) Developing an interest in letter writing

B. Reading Skills

1. Goals

a. Developing word recognition

b. Using phonics

c. Developing comprehension

2. Sequential skills

a. Using more complex experience charts

b. Expanding sight vocabulary

c. Developing word attack skills and ability to rhyme words

d. Developing the ability to understand syllable and to recognize prefixes and suffixes

C. Mathematics

1. Goals

a. Improving basic skills

b. Developing skills for measurement

c. Developing concepts of time

d. Increasing the understanding of the use of money

e. Learning to differentiate sounds and to discriminate consonant blends

f. Understanding the sequence of a story

g. Listening to stories on tape or record or read by teacher

h. Beginning to read silently for information

i. Providing opportunity for broadening reading activities

2. Sequential skills

a. Developing the ability to count by rote to 100

b. Associating symbols to number concepts

c. Developing the ability to add, subtract, and multiply

d. Developing the concepts of ones, tens, and hundreds

e. Understanding the use of house numbers, telephone numbers, license numbers, and prices

f. Developing ability to use division

g. Understanding fractions such as 1/2, 1/4, 1/3

D. Science

1. Goals

   a. Developing an understanding of the physical environment

   b. Developing an understanding of the body

   c. Developing an understanding of the study of nature

2. Sequential skills

   a. Developing an adequate knowledge of weather, seasons, months, weeks, days and temperatures

   b. Acquiring knowledge of the growth and development of plants and animals

   c. Participating in science experiments that affect daily living such as making butter, baking cakes or cookies, cooking vegetables or candy, and using cleansing agents

   d. Developing skills in self-care and first aid

   e. Acquiring a knowledge of the body parts

E. Music

1. Goals

   a. Developing auditory skills

   b. Developing skills in participation

   c. Developing social interaction

2. Sequential skills

   a. Listening to music on records, tapes, radio, and piano

   b. Participating in singing, rhythms, exercises, and marching

   c. Engaging in rhythmic activities for recreation and pleasure

F. Arts and Crafts

1. Goals

   a. Developing appreciation for self-expression

   b. Developing knowledge of a variety of art materials

   c. Developing an appreciation and knowledge of color and form

   d. Developing the ability to follow instructions and complete a project

2. Sequential skills

   a. Using crayons, tempera paint, other art media, and scissors.

   b. Developing creativity and self-expression in the use of art media

   c. Choosing appropriate colors for art projects or personal apparel

   d. Initiating craft projects

   e. Following three or more instructions to complete an art or craft project

G. Physical Education

1. Goals

   a. Developing an appreciation of physical fitness

   b. Developing gross and fine motor activities

   c. Developing mental, emotional, and physical growth and balance

   d. Learning a sense of balance

   e. Developing spiritual and moral qualities

   f. Developing skills to meet the requirements of group living

2. Sequential skills

   a. Learning and using good posture

   b. Growing in ability to plan and carry through group games

   c. Giving and following instructions

   d. Recognizing and executing folk rhythms

   e. Making and keeping friends

   f. Hitting, dodging, passing and kicking, or serving a ball

   g. Throwing, catching, and dribbling a soccer ball; batting or fielding a soft ball

   h. Participating in games of competition

V. USE OF THE GUIDE

The Level III guide provides nine resource units which provide continous and consistent growth for the pupil toward vocational proficiency in a complex society. The units attempt to give meaning and direction to the acquisition of basic knowledge and academic skills.

The successful use of the curriculum guide will depend on the teacher's ability to program learning experiences at the pupil's ability level. The guide will be valuable and realistic only to the extent that ideas and practices of the teacher are also incorporated. Each goal was chosen as a prerequisite for the development of the pupil toward prevocational experiences. The motivating activities were selected to develop one or more of the specific goals for each unit. The developmental goals lead to the attainment of physical, personal, and social competencies and vocational proficiencies.

Time, space, and funds dictate that the guide provide only suggestions for motivational and instructional activities. Each teacher will, through his own initiative and knowledge of cultural background and potential of the pupil, expand the list of suggestions which develop the specific goals. He will select those activities which meet the pupils' needs and add others which are appropriate and will enrich the program. The guide is developed in practical and functional detail, allowing flexibility of instructional material.

It is recommended that the teacher of Level III follow the sequence of units and time allotments provided by the guide. However, it would not be realistic for a teacher to work from the first activity to the last in each unit. Teacher initiated activities should be selected as the needs and interests of the class dictate.

Teachers with pupils in more than one level will need to adjust plans to meet the needs of the pupils. In most instances the units in a lower level will be more appropriate since each unit may be expanded in depth to meet the needs of pupils with greater mental abilities.

A suggested daily schedule is presented on the following page. This schedule provides an opportunity to cover all competencies and proficiencies each day. It provides general activities in blocks of time, so that each teacher may adjust the schedule to fit individual needs. This provides some permissiveness and less rigidity in scheduling activities. The alert teacher can capitalize on the interest shown in various activities in any particular block of time.

SUGGESTED DAILY SCHEDULE

Level III

BLOCK I ORGANIZATION

Greetings
Personal Appearance
Planning for the Day

BLOCK II PERSONAL AND SOCIAL COMPETENCIES

Functional Basic Skills Related to Abilities and Teaching Core
Number of Groups Will Depend on Enrollment

Group 1: Reading
Language Usage
Language Development

Group 2: Language Development
Reading
Language Usage

Group 3: Language Usage
Language Development
Reading

BLOCK III PHYSICAL COMPETENCIES

Physical Education
Musical Activities
Physical Fitness
Health and Safety

BLOCK IV PERSONAL AND SOCIAL COMPETENCIES

Preparation for Lunch
Lunch
Grooming
Conversation and Socialization
Home and Family Living

BLOCK V VOCATIONAL PROFICIENCIES

Mathematics
Citizenship
Understanding the Environment
Job Survey Evaluation

BLOCK VI PERSONAL AND SOCIAL COMPETENCIES

Leisure and Recreation
Clean Up Period
Departure

BLOCK VII COORDINATION

Parent Conferences
Teacher Planning

PART TWO SUGGESTED UNITS

Part Two

Suggested Units

	Name of Unit	Suggested Time
Unit I	Citizenship and Patriotism	4 Weeks
Unit II	Family and Community	4 to 5 Weeks
Unit III	Housing the Family	4 Weeks
Unit IV	Feeding the Family	4 Weeks
Unit V	Clothing the Family	4 Weeks
Unit VI	Traveling in the Community	3 to 4 Weeks
Unit VII	Communicating With Other People	3 Weeks
Unit VIII	Physical Fitness and Recreation	4 Weeks
Unit IX	Seasons and Holidays	As applicable

Citizenship and Patriotism

Unit I

UNIT I

CITIZENSHIP AND PATRIOTISM

(Suggested Time: 4 Weeks)

I. INTRODUCTION

Emphasis on citizenship is stressed throughout the school year in all units. Through acquired knowledge and enriched experiences, the pupil will develop better social attitudes and skills necessary for adequate functioning in a democratic society.

This unit is taught at the beginning of the school year. The material provided in this unit should enable the pupil to exercise more democratic ways of living, to attain a satisfactory understanding of his abilities and limitations, and to instill and develop concepts necessary for responsible citizenship when he assumes his place in society as an adult.

II. OBJECTIVES

A. To increase appreciation of the American heritage and develop a love and respect for country and its form of government

B. To develop an awareness of present day activities in community, city, state, nation, world, and outer space and their relationship to us

C. To promote consciousness of responsibility of the qualities of a good citizen

D. To develop a better understanding of individual differences and limitations

E. To promote a better understanding and cooperation with peers and persons in authority

F. To provide opportunities in all activities for a more democratic way of group participation

G. To develop a consciousness of responsibility for participation in community activities

H. To develop the ability to be discriminate in choosing friends

I. To increase ability to achieve desirable personal, social, and emotional habits at home, school, and community

III. MOTIVATING ACTIVITIES

A. Provide numerous opportunities for hearing recordings of the national anthem and other patriotic songs.

B. Display national and state flags.

C. Engage in flag raising and flag presenting ceremonies.

D. Review flag etiquette.

E. Designate a bulletin board for patriotic events.

F. Display books or pictures of famous men or events.

G. Take field trips to places of local or national importance.

H. Use opaque or overhead projector to show pictures or silhouettes of various ethnic groups in America.

I. Present speakers from various ethnic groups and from city governmental departments to tell of their duties in their occupations.

J. Allow pupils to participate in making and exercising the rules for the class in a democratic manner.

K. View films or filmstrips showing responsibility and proper behavior as a good citizen.

L. Elect a class representative to the school council, Red Cross, or safety council.

M. Provide games which require freedom of choice and consideration of others.

N. Provide activities which develop gross and fine muscle development.

O. Plan a party for a special event and make appropriate decorations and refreshments.

P. Put on a patriotic program for another class, school, or P.T.A.

Q. Present a program over the intercommunication system for the school.

IV. DEVELOPMENTAL GOALS FOR PUPILS

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) March, walk, jump, tumble, and crawl. (2) Run relays in all variations, such as touch, team, mass, or pass relay. (3) Play circle games such as dodge ball, tag, circle pass ball, or inner circle ball. (4) Exercise at least 10-15 minutes each day with a record or leader. (5) Jump rope. (6) Play bean bag, ring, or ball toss. (7) Play volleyball, kickball, softball, four square, or basketball. (8) Participate in rhythmic activities such as Virginia Reel, Children's Polka, Squares, or American Indian. (9) Respond with the body to music. (10) Participate in clean up activities in the classroom and school building. b. Engage in activities using fine muscles. (1) Perform finger plays. (2) Roll play with puppets a current event involving a policeman, a councilman, or a fireman. (3) Make craft projects. (a) Design wall placques with corn, beans, or other material. (b) Dye feathers and make headdresses. (c) Sew or embroider a flag.	a. Develop the taste, smell, and tactile senses. (1) Feel and smell a pumpkin, apple, pear, or pomegranate at Thanksgiving or Halloween. (2) Compare through touch, a flag made of silk with one made of cotton. (3) Touch and taste the plant, the nut, and the meat of the pecan or peanut. (4) Shell peanuts and taste. (5) Taste roasted peanuts. (6) Make and taste cookies or sandwiches made of peanut butter. (7) Feel the new traffic signs and license plates to note the texture of the new aluminum material. b. Develop visual skills. (1) Pantomime an event and let pupils guess it. (2) View only a portion of a famous character on the overhead projector and guess who he is, what he did, or why he is important. (3) Match figures. Notice likeness and/or difference. (4) Make charts or posters naming objects (flag, tank, Easter basket). Tell what it means to you. (5) Watch television during national or community event; discuss. (6) Dramatize good and bad health habits.	a. Develop health habits. (1) Discuss care of hair, today and long ago. (2) Discuss care of feet and hands. (3) Discuss the importance of proper and regular bathing. (4) Discuss and demonstrate proper complexion care. (5) Discuss rules for personal care when sick and for care of others sick in the home. (6) Practice proper brushing of teeth; study oral hygiene. (7) Discuss proper diet for good health. (8) Demonstrate proper use of cosmetics and toilet articles. (9) Discuss how to control weight and why it is important. (10) Discuss and make a fashion book on appropriate dress. (11) Display and discuss proper accessories. (12) Demonstrate proper posture while sitting, standing, and walking. (13) Discuss relationship between a healthy body and a happy attitude. (14) Talk about precautions to observe in the use of drugs or medicine found in the home.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(d) Draw or paint a flag. (e) Cut out of wood with a jig saw a famous profile; sand; paint. (f) Carve famous profiles from soap. Paint. (g) Saw and sand wooden book ends. (h) Splatter paint a patriotic picture. (i) Cut and mount colonial wallpaper. Decorate with sequins, glitter yarn, or buttons. (j) Cut and decorate book jackets depicting our flag. (k) Make and decorate invitations to a patriotic program.	c. Develop auditory skills. (1) Listen to stories about Holidays, famous men, or national events. (2) Listen to tapes of stories, sounds, and music of related importance. (3) Listen to the radio during an event and relate it to the class. (4) Sing songs. Listen for high or low pitch, word phrases, loud or soft sounds, and stories. d. Develop vocal skills (1) Sing patriotic songs. (2) Make tape recordings. (3) Say the Pledge of Allegiance. (4) Role play important men such as Columbus, Washington, or Lincoln. (5) Do choral reading on safety or patriotism. e. Develop motor skills. (1) Participate in patriotic drills. (2) Pantomime activities of famous men. (3) Trace silhouettes of famous people. (4) Demonstrate the use of a patriotic object, such as a flag, a drum, or a banner.	(15) Name public health centers and services they perform. Discuss why they are necessary. (16) Locate on city map Public Health Center, Peter Smith Hospital, and other important health facilities. b. Develop safety habits. (1) Review rules of the school for a safer working group. (2) Discuss rules to observe at street crossings while walking to and from school. (3) Pantomime and practice rules for fire and tornado drills and safety in school and at home. (4) Make and discuss various highway markings, signs, signals, and traffic lights. (5) Dramatize or discuss the roles of a pedestrian and a motorist; describe how they can contribute to public safety. (6) Dramatize safety precautions needed when boarding, riding, or leaving a bus. (7) View films or filmstrips on bicycle safety. (8) Present picture of an accident. Discuss ways of prevention. (9) Discuss ways to get help when an accident occurs. (10) Invite speakers to class to discuss safety (policeman, nurse, fireman).

B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health and Social Adjustment	2. Pupil Activities to Develop Language Skills	3. Pupil Activities to Develop Reading Skills
a. Discuss why sharing in school functions and being cooperative increases self-respect. b. Discuss why sharing duties of the room as monitors develops self-respect and responsibility. c. Make a chart listing ways to help a new friend in the neighborhood or school. d. List ways to improve social relationships and improve attitudes. e. See filmstrip on manners and discuss how they affect others around you. f. Dramatize rules of etiquette. g. Roll play meeting and introducing new friends. h. List proper ways of releasing tension and discuss why it is necessary. i. Listen to stories about men who overcame handicaps, both past and present. j. Discuss good health and how it affects our attitude. k. Plan a social. Discuss rules to follow as host, hostess, and guests. l. Make a chart of the different ways to apologize, and discuss why it is important. m. View films, discuss and make charts pertaining to playing fair and being a good sport. n. Make a scrapbook of a boy and/or girl. Discuss the different stages each goes through before adulthood.	a. Develop oral language. (1) Hold up an object or picture, describe it, and tell what relationship it has to a civic responsibility, to a famous American, or to our country. (2) Show such functional words as, wet paint, exit, keep off, and private and describe what they mean. (3) Answer roll with last name, address, age, telephone number, city, state, and zip code in complete sentences. (4) Name the people in leadership positions at school or in the community. Tell what they do. (5) Share experience, both present and past, or relate an event from television or a movie. (6) Compose poems or riddles using rhyming words. (7) Make sentences with blanks for nouns. Fill in the words using opposites. (8) Sing patriotic songs. Enunciate the words clearly and study the words in syllables. (9) Do choral readings about famous men or special holidays. (10) Tell what America means on the tape recorder. Play back the recording. (11) Invite a special guest to class. Introduce the speaker to the class.	a. Develop word recognition skills. (1) Match mounted pictures for likeness. (2) Match words to labeled pictures (George Washington, cherry tree, and hatchet). (3) Cut pairs of words from workbooks. Match words to like words. (4) Make a picture and word master card in dictionary form. (5) Make an alphabet book using letters and pictures. (6) Paste unlabeled pictures on a card. Choose correct captions. (7) Cut pictures suitable for descriptive phrases which use the sight vocabulary (one log cabin). (8) Use word dominoes. Make them from wood; sand smoothly. Print words on them; say the word; build sentences later. (9) Read labeled filmstrips about holidays or safety. b. Develop phonetic ability. (1) Use the talking alphabet for establishing letter sounds and recognition. (2) Use mimeographed sheets to review rhyming words, endings, and beginnings. (3) Read words which begin with the letters fl, p, pr, and st.

1. Pupil Activities to Develop Mental Health and Social Adjustment (cont.)	2. Pupil Activities to Develop Language Skills (cont.)	3. Pupil Activities to Develop Reading Skills (cont.)
o. Discuss the importance of proper attitude and manners while at public gatherings. p. List responsibilities needed to keep the neighborhood a clean and pleasant place in which to live. q. Take a field trip to Heritage Hall and practice good manners in public. r. Respond to happy, sad, martial, slow, and fast music. Distinguish between the various expressions of mood and respond to these. s. Invite a classmate to be a partner in a square dance or a folk dance. t. Participate in school program. u. Promote a school clean-up campaign or a school-yard beautification program.	b. Develop written language. (1) Write a story about famous men or events using proper capitalization and punctuation. (2) Use the dictionary for new words. Notice correct spelling and meaning. (3) Write a letter to invite someone to visit the class or to come to a party. (4) Write "thank-you" letters after a field trip or a kindness rendered by someone. (5) Write the Chamber of Commerce asking for information about the city, historical sites, and industries. (6) Label drawings, giving proper title or creative names. (7) Write stories about the city or the community for a notebook. (8) Begin writing lessons in cursive. c. Develop ability to spell. (1) Review names of letters of the alphabet. (2) Play games of Quiso giving sounds of letters. (3) Spell name, address, city, and state. (4) Spell parents' and sibling's names. (5) Make a vocabulary of unit words. (6) Have a spelling drill of words used in the unit.	c. Develop comprehension. (1) Have a sequence story of pictures and arrange them in proper order, using such sequences as raising of the flag or marching in the parade. (2) Listen to a story and repeat it. (3) Make a class experience chart. Reread charts. Make individual charts. (4) Read maps. Discuss words pertaining to map reading and chart the words. (5) Write a sequence story and omit the ending. Develop new endings. (6) Learn each child's name; use a pocket chart and put the names in alphabetical order. Separate by boys and girls. (7) Make a map of the community; label all houses and streets. (8) Make a map of the school. Label and number the rooms.

C. Vocational Proficiencies

1. Pupil Activities to Develop Mathematical Concepts	2. Pupil Activities to Develop Understanding of Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
a. Improve basic skills. (1) Count paper, children, books, tools, and other handy things. (2) Review addition and subtraction facts to ten using chalk board relay, add-o-lotto, add-o team races, and flash cards. (3) Step one or more points on number line on the floor. (4) Find number on the number line on the board. Select a classmate to find another number. Count how many more or less, greater than or less than was the number previously selected. (5) Dramatize simple number stories through manipulative materials. (6) Read and write the number symbols to 10. (7) Listen to multiplication records. (8) Count supplies for office or art. b. Develop concepts of measurement. (1) Measure and compare sizes of bottles (quarts, pints, and ounces). (2) Weigh different types of material and differentiate light and heavy. (3) Measure distance on the globe and on maps. (4) Cut fruit or dandy into different portions. Compare 1/2, 1/4, and 1/3. (5) Compare rulers of differing lengths.	a. Discuss important national holidays and great Americans and events associated with them. b. Make a scrapbook of community leaders. c. List jobs available in the community. d. Mark special holidays and birthdays on the calendar. e. Make a notebook showing types of groups and discuss their relationships. (1) Form community and family social groups. (2) Form political groups using former and contemporary leaders. (3) Read stories about different ethnic groups. (4) Discuss the physical and cultural differences among the various races in America today. (5) Locate Fort Worth and Texas on a globe or map. f. Take field trips to various important and historical markers in the city. Evaluate field trips. Write a chart story. Read story. g. Discuss why we live in groups and depend on one another (safety, companionship, shared services). h. Adopt a family in need and provide food and clothing. i. Discuss behavior acceptable for a 2 year old, a 6 year old, a 10 year old, a 15 year old, and a 25 year old.	a. Invite a clerk or public worker to relate the qualities of a good attitude necessary to hold a job. b. Demonstrate the actions related to different attitudes. c. Discuss how it feels to be last, or to be almost last, to be a loser, or to be a winner. d. List important people and their attitudes toward work and general life in America. e. Discuss a sporting event and the attitudes of the participants and spectators. f. Discuss the meaning of "majority rules," or "we'll compromise." Hold an election or vote on a game and explain who won and why. g. Pantomime different workers at their jobs. Portray how his attitudes affect his job, his friends, and his health. h. List desirable attitudes. Evaluate each person's attitude at the end of a work period. i. List persons you like and why. j. Plan, prepare, and serve a birthday cake. k. Make a house marker. Include the house number. l. Make a hose caddy or a flag stand. m. Make book ends. n. Construct holder for scissors. o. Make a paper weight.

1. Pupil Activities to Develop Mathematical Concepts (cont.)	2. Pupil Activities to Develop Understanding of Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
(6) Compare containers of differing sizes. c. Develop concepts of time. (1) Make a personal calendar each month and record important dates. (2) Discuss the hour of day the "Star Spangled Banner" was written. (3) Discuss the class schedule using a clock. (4) Run relays. Take turns timing runners. (5) On individual clock faces move hands to various times. (6) Indicate time by using the arms as the hands of the clock. (7) Count the number of times the clock chimes or strikes. d. Develop concepts of money values. (1) Discuss the cost of clothes, housing, and food in pioneer days and at present. (2) Dramatize the general store of long ago and buy supplies. (3) Add the cost of a party, a picnic, and a bus trip to and from town. (4) Compare values of coins (e.g., 5 pennies = 1 nickel). (5) Discuss various ways to make change for $1.00.	j. Serve refreshments on a special holiday to another class or to a parent group. k. Discuss the different nationalities of the people in the community and how they contribute to the welfare of the whole community.	p. Take up tickets at a program. Discuss the behavior of the "customers." q. Discuss the behavior and attitude of a salesperson, a policeman, or a bus driver. r. Discuss returning a lost item to the owner. s. Study the "Lost and Found" column in the newspaper. Discuss rewards offered. t. Practice seating persons at a table for a luncheon and serving people at a luncheon.

V. VOCABULARY

America
ballot
citizenship
civic
contribution
community
cooperation
democratic
flag
Fort Worth
holiday
loyalty
majority
national
patriotic
president
responsibility
state
Texas
United States
vote

VI. EVALUATION

A. Did the pupil develop better coordination?

B. Did the pupil increase his tactile, visual, auditory, and vocal skills?

C. Did the pupil improve his health and safety habits?

D. Did the pupil increase in knowledge and appreciation of his country?

E. Did the pupil gain in interest of current events which relate to everyday living?

F. Did the pupil increase his vocabulary?

G. Did the pupil improve his language arts skills?

H. Did the pupil expand his mathematical concepts and improve basic skills?

I. Did the pupil show added responsibility for his actions as a good citizen?

J. Did the pupil exhibit a better understanding of individual differences?

K. Did the pupil develop improved rapport with his peers and authority figures?

L. Did the pupil show good judgment in choosing friends?

M. Did the pupil improve personal, social, and emotional habits at home, at school, and in the community?

VII. SUGGESTED AUDIO-VISUAL AIDS

A. Films (Available from Education Service Center, Region XI)

LK 571	The American Flag, The Story of Old Glory
Q 804	Beginning Responsibility, Doing Things for Ourselves in School
L 157	Circus Day in Our Town
SK 255	Everyday Courtesy
L 635	Exercise Can be Fun
RK 36	The Fort Worth Story
K 262	Holiday From Rules
K 94	Honest Woodsman
R 13	Jimmy of the Safety Patrol
Q 810	Kindness to Others
M 259	Learning Democracy Thru School Community Projects
RK 96	Let's Keep America Beautiful
S 437	Let's Play Fair
S 1200	Manners in School
R 507	Prairie Schooner, Space Age Model
M 103	Safety Patrol
S 637	Ways to Settle Disputes
S 356	We Go to School
S 608	We Play and Share Together
GK 717	The White Teddy Bear

B. Filmstrips (Eye Gate)

192		Little Things That Count
192	B	Lucy Learns to Share
192	C	Jerry Has a Surprise (Honesty)
192	D	Try, Try Again (Perserverance)
192	F	Jim Learns Responsibility
192	G	Tony's Summer Vacacation (Respect for property of others)

C. Tapes (Available from Education Service Center, Region XI)

Check current catalog.

VIII. SUGGESTED BOOKS FOR PUPILS

Abisch, Roy. Open Your Eyes, Parent's Magazine Press, 1964.

Barr, Jane. This Is My Country, Whitman, 1959.

Clifford, Eth. Red Is Never a Mouse, Bobbs, 1960.

Gay, Zhenya. What's Your Name, Hale, 1955.

Hanna, Paul. At School, Scott, 1956.

Hudson, Margaret. When, Frank and Richards, 1965.

Hudson, Margaret. Where, Frank and Richards, 1965.

Hunnicutt, C.W. I Live with Others, Singer, 1957.

Kaufman, Joe. The Golden Happy Book of Words, Golden Press, 1966.

Leaf, Munro. Manners Can Be Fun, Lippincott, 1958.

Leaf, Munro. Safety Can Be Fun, Lippincott, 1958.

Leary, Bernice. Making Friends, Lippincott, 1956.

Munson, Frances and Muriel Stanek. You and Your Friends, Benefic, 1966.

Petersham, Maud and Miska. An American ABC, Macmillan, n.d.

Piper, Watty. The Little Engine That Could, Platt, 1954.

Purcell, John. The True Book of Holidays, Children's Press, 1955.

Reck, Alma and Helen Fichter. Some Holidays and Special Days, Children's Press, 1957.

Family and Community

Unit II

UNIT II

FAMILY AND COMMUNITY

(Suggested Time: 4-5 Weeks)

I. INTRODUCTION

This unit is developed to help build self-respect and self-identification in the family group and community. It focuses attention on areas outside of the home and school. An awareness of the ways people depend upon one another and how cooperation fosters better living is emphasized. Civic responsibility, an understanding of people in our community, a knowledge of facilities available to us, and neighborhood pride are the main objectives of this unit. Pupils are encouraged to participate and cooperate in neighborhood planning and activities.

Included in this unit are activities which develop proper attitudes and appreciation toward various types of work and which increase skills which can be performed by Educable Mentally Retarded, Level III, pupils.

II. OBJECTIVES

A. To develop a better understanding of the family as a unit and of the contributions each member makes to the welfare of the community

B. To become more familiar with the neighborhood

C. To gain a greater appreciation for the roles each person plays in making a better community

D. To develop an understanding of neighbors of different cultural background

E. To acquire knowledge of safety and health facilities available in the community

F. To develop an awareness of the responsibility of financing a family

G. To develop the proper attitude toward budgeting, earning, and saving of money

H. To develop skills in reading addresses and in locating facilities or friends in the community

I. To learn to respect the privacy and personal property of others

III. MOTIVATING ACTIVITIES

A. Show films of family and community activities.

B. Read stories about the community and family and provide books at reading level of pupils.

C. Display photographs of pupils' families in group activities such as working, eating, or playing.

D. Take a trip to different businesses in the community such as a bank, a clothing store, a grocery store, a service station, or a laundry.

E. Arrange a display of broken household gadgets which can be repaired.

F. Display in groups household cleaners and polishes.

G. Develop a bulletin board using pictures representing proper budgeting of money for clothes, shelter, food, and recreation.

H. Arrange pictures of rooms attractively decorated.

I. Provide a daily newspaper and current magazines for the class.

J. Display pictures of boys and girls helping in the community.

K. Arrange pictures of "before" and "after," "proper" and "improper" care of a playground.

L. Provide posters of workmen dressed in uniform with the tools used in their jobs.

IV. DEVELOPMENTAL GOALS FOR PUPILS

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Walk around neighborhood to see care of homes. (2) Respond to music with body movements. (3) Participate in folk dances and rhythms (polka, Crested Hen, Bleking). (4) Play simplified softball, touch football, volleyball, basketball, and soccer. (5) Play circle games such as dodgeball, tag, and circle pass. (6) Run relays such as touch relay and kangeroo relay. (7) Play catch and toss with bean bags, rings, or balls. (8) Exercise to a record at least 10 minutes a day. (9) Practice self-testing activities. (a) Rising sun--Stand on one foot and throw a ball 15 feet to another person. (b) Heel knock--Vertical jump eight inches or higher. (c) Frog hand stand--Broad-jump at least 34 inches. (d) Throw an object at a target. (10) Jump rope slow, fast, on one foot or two feet, and group or singly. (11) Participate in clean-up activities in the classroom and school.	a. Develop the [illegible]e, smell, and tactile senses. (1) Smell different cleaning agents, polishes and paint. (2) Through smelling detect what job is being performed such as painting, cooking, or mowing grass. (3) Become familiar with odors around the house or neighborhood such as flower fragrance, escaping gas, and hot electric wires. (4) Identify by feeling small household gadgets which are in a sack; try to guess what each is and learn names. (5) Make small smelling packs of aromatic products such as coffee, powder, or hand soap; smell and guess what is in each. b. Develop visual skills. (1) Use overhead projector to produce picture of various tools; name them. (2) Look at a picture and explain what action is taking place (e.g., a boy using a mower). (3) Arrange felt cut-outs; look at objects; close eyes and take away one; try to tell what was removed. (4) Look at a picture of a baker, physician, butcher, and mailman and tell about his work. (5) Arrange a picture of an activity in sequence.	a. Develop health habits. (1) Make a chart on child care for infants and preschoolers. (2) Discuss proper use of pesticides inside and outside. (3) Make a survey of your neighborhood of "mesquito hiding places." Discuss the dangers and the prevention. (4) View filmstrip on proper laundry and discuss health merits. (5) Dramatize proper preparation of vegetables before cooking or eating. (6) View films about good health of family members and its relationship to a healthy community. (7) Make a chart of what should be found in a medicine cabinet. (8) Discuss proper use of medicine and its storage. (9) Dramatize first aid in the home or community. (10) List and discuss steps to take when an emergency or accident arises. (11) Discuss the city water supply and its importance to the health of the city. (12) Discuss city ordinances on pets, garbage, trash, et al. (13) Make charts on proper storage of household cleaners, rags, and polishes.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
b. Engage in activities using fine muscles. (1) Make a scrapbook of a family. (2) Cut pictures and mount them in a book for entertaining a child or a sick person. (3) Cut out cloth and cover a foot stool made of juice cans. (4) Construct a community in the sand box. (5) Rebuild or repair a lawn mower. (6) Repair electric cords or sockets. (7) Build a garbage rack; sand and paint it. (8) Make a tool chest; stain and varnish it. (9) Construct a shoe-shine box. (10) Antique book ends and flower pot to match.	c. Develop auditory skills. (1) Listen to stories on cooperation in home activities composed by the class. (2) Discuss the neighborhood (well-kept, crowded). (3) Listen to the sounds of different tools and identify each tool. (4) Tape the different sounds of tools; replay and identify. (5) Listen to sounds around the house and identify from which room they would come. (6) Play tapes of various house or community sounds such as a delivery truck, dogs barking, or children laughing. d. Develop vocal skills. (1) Identify the correct names of such tools as hammer, ripsaw, pliers, and screwdriver. (2) Name the different tools needed for sanding a board, hammering a nail, mowing a lawn, or watering the grass. e. Develop motor skills. (1) Drive nails into a board to hold spools of thread. (2) Sweep the floor. (3) Dust book shelves.	(14) Dramatize with puppets proper personal hygiene as related to the family to prevent spread of communicable diseases. (Use own drinking cups, towels, toothbrush, and cosmetics.) (15) Discuss proper ventilation in the house both summer and winter. b. Develop safety habits. (1) Report on home accidents and discuss precautions. (2) Discuss traffic signs in the community and why it is important to observe them. (3) Plan a fire drill in the home using at least two exits. (4) Dramatize fire and tornado drills at school and discuss the need for them at home and in businesses. (5) Make a chart showing community facilities such as first aid facilities, fire station, churches, and schools. (6) Explore books and articles about the activities of police and firemen. (7) View films on safety in the community. (8) Plan a "clean up week" in the neighborhood. (9) Make a scrapbook on safety prevention in the home and community. (10) Sing songs about safety.

B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health and Social Adjustment	2. Pupil Activities to Develop Language Skills	3. Pupil Activities to Develop Reading Skills
a. Give own name, address and names of all family members. b. Explain the meaning of the following. (1) Paying the rent on time (2) Unable to pay all the rent c. Give the names of five, seven, or other number of pupils in the class. d. Name the different administrators in the school. e. Discuss a best neighbor or friend and describe what makes him the best. f. Discuss things least desirable in a person. g. Dramatize a family or community project. h. Dramatize good manners, being honest, or good sportsmanship. i. Pantomime seeking information to a friend's house. j. Use puppets to play "What Would I Do If." (1) I cut my finger (2) Mother fainted (3) A stranger came to the door asking directions (4) The beans boiled dry k. Role play asking to mow a lawn or selling something. l. Discuss prevention of communicable disease. m. Pantomime care of the sick in the home.	a. Develop oral language. (1) Discuss individual responsibility in sharing and cooperating in the family and community. (2) Demonstrate and explain the use of a tool (hammer, sand paper, stapling machine). (3) On the overhead projector show a picture of someone doing a job. Name the tools needed for the job. (4) Discuss the requirements needed to keep a job. (5) Look at a picture of a community playground. Discuss rules for safety, rules for courtesy, and games to play. (6) Name the members of your family and of the closest neighbors. (7) Find pictures from magazines of different types of houses. Describe the structure of each. Tell of a family that could live there comfortably. (8) Record a story on the tape recorder and replay. (9) Dictate experience stories for a chart. b. Develop written language. (1) Write about family activities or family experiences. (2) List ways of helping at home or in the neighborhood.	a. Develop word recognition skills. (1) Display different materials labeled. Match word to material. (2) Match sound-alike words such as room, zoom, boom and bed, red, fed. (3) Display a word. Ask for sound techniques for pronouncing the word. (4) Cut and label pictures from magazines. (5) Make an alphabet book using letters and pictures. (6) Use transparencies for matching columns of words. (7) Use mimeographed pictures with words omitted; label the pictures using a vocabulary list. (8) Use picture dictionary for making simple sentences or filling in blanks. (9) Mount words on the faces of a block; throw the block and read the words which appear. Score if you can read the word. b. Develop phonetic ability. (1) Use talking alphabet for establishing letter sound and name of letter. (2) Give beginning sounds of furniture in family room. (3) Identify beginning and ending sounds of pupils' names.

1. Pupil Activities to Develop Mental Health and Social Adjustment (cont.)	2. Pupil Activities to Develop Language Skills (cont.)	3. Pupil Activities to Develop Reading Skills (cont.)
n. Name and discuss the functions of the parts of the body as related to good health. o. Prepare and serve refreshments to guests. p. Report and discuss errands to perform for other people. q. Record and report on good deeds done for the day. r. Discuss being cooperative, taking orders or directions, accepting responsibility, and budgeting. s. List some things you do that you enjoy the most; the least. t. Tell a joke; relate why it is funny. u. Discuss being "angry" and how to settle differences. v. Participate in school programs and activities. w. Pantomime using the telephone to call a friend, the doctor, the long distance operator, or information for a number.	(3) Make a notebook of experience stories and write captions, titles, and a table of contents. (4) Do a given writing assignment from the writing book. (5) Observe writing from overhead projector for proper formation of letters. (6) Trace letters and words on chalkboard using overhead projector. c. Develop ability to spell. (1) Spell names of all family members. (2) Spell street name, city, and state. (3) Spell the name of a community store. (4) List merchandise found in each store. (5) Spell all functional words most pertinent to home use. (6) Spell words from grocery list. (7) Review names of the letters of the alphabet. (8) Play Quiz-O, giving letter names, sounds, and plurals. (9) Spell vocabulary list of words in the unit. (10) Practice spell-out-loud words on vocabulary list. (11) Find words that begin with a given letter from the vocabulary list.	c. Develop comprehension. (1) Read simple stories about family activities and discuss what was read. (2) Read filmstrip captions about the community. (3) Read and use as directed labels on polishes, paints, or cleansers. (4) Read material on the different services of community agencies. (5) Read names and street addresses of stores. (6) Read and use the rules of a game. (7) Read stories about good health and grooming. (8) Read newspaper for a particular purpose (shopping, movie). (9) Find information in the telephone directory. (10) Read information needed in connection with repairs. (11) Read directions or receipts. (12) Read and explain labels found on food packages. (13) Dictate stories, make books, and then read them. (14) Read stories about various occupations and draw pictures to illustrate what has been read. (15) Answer questions related to a story which has been read.

C. Vocational Proficiencies

1. Pupil Activities to Develop Mathematical Concepts	2. Pupil Activities to Help Understand Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
a. Improve basic skills. (1) Use counting to solve any needed number for supplies in every area. (2) Take inventory often and count items on inventory. (3) Sort all materials according to proper size, shape, texture. (4) Play number relay to review number concepts. (5) Play and sing multiplication record. (6) Play Bingo for number recognition. (7) Play "Addo" for reviewing sums. (8) Play ring toss or shuffle board and determine the highest, lowest, and least scores. b. Develop concepts of measurement. (1) Measure with a ruler or tape the dimensions needed in constructing a garbage rack, stool, or bookstand. (2) Use a measuring cup when cooking or making refreshments. (3) Make a chart of height and weight for personal grooming. (4) Study vocabulary for measurement terms. (5) Compare foods according to weight and bulk. (6) Measure in placing furniture in a room.	a. Name your neighbors and tell the class about their jobs. b. Discuss the nearest facilities for emergency medical needs. c. Tell what is sold in the different stores in the neighborhood. d. Relate the latest event the community shared. e. List the different types of homes in the community. f. Discuss the zoning rules of the community. g. List the types of work done by the fathers of the class members. h. Make a chart of what can be done to make the neighborhood a better place in which to live. i. Discuss the jobs which must be done to maintain a building or home. Name the people who do these jobs. j. From transparencies identify vocations such as carpenters, bricklayers, plumbers, electricians, painters, delivery men, yardmen, policemen, garbage men, and street repairmen. k. Arrange magazine pictures of furniture in pleasing room arrangements. l. Discuss and report doing a good deed for a neighbor or friend. m. Describe the houses in the neighborhood as to size, material of construction, and state of repair.	a. Replace fuses in a fuse box or breaker box. b. Replace burned out light bulbs. Examine the new and burned out bulbs. c. Examine simple switches and make replacements or repairs. d. Repair extension cords, wall plugs, and do minor repairs on toasters, electric iron, and fans. e. Aid in mixing concrete or replacing bricks. f. Repair broken steps, screens, or door jambs. g. Help with gardening and demonstrate proper use of tools, power and manual. h. Discuss proper use and care of watering apparatus. i. Study the care and raising of animals. j. Repair furniture brought from home. k. Explore the use of such materials as shellac, varnishes, stains, removers, fillers, and sealers. l. Replace washers on leaky faucets. m. Discuss the attitude and behavior of a bus driver, grocery checker, custodian, or waitress. n. Make things for entertaining the sick or small children such as a joke book or Mexican yoyo. o. Make a booklet of suggestions in baby-sitting.

1. Pupil Activities to Develop Mathematical Concepts (cont.)	2. Pupil Activities to Help Understand Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
c. Develop concepts of time. (1) Tell time correct to the hour, half-hour, and quarter-hour. (2) Play "match my time" and "give the time," using individual clock faces. (3) Count time it takes to complete a given task. (4) Set the clock hands on the time different activities are done such as go to bed, go to school, go to lunch, go to recess, or go home. (5) Discuss how a time clock in a factory or store is used to record employees' working time. (6) Record the date vegetable seeds were planted and calendar date for harvest. d. Develop concepts of money values. (1) Role play buying groceries and paying bill with different amounts of money. (2) Count money for a check that is being cashed. (3) Solve the amount of money earned for a given number hours of work at a given wage. (4) Discuss paying taxes of various kinds. (5) Compare prices of making own repairs with hiring them done. (6) Discuss wages, deductions, and budgeting.	n. Pantomime giving directions to a delivery man. o. Write a poem about what goes on in the community. p. Write or tell a story about "the funniest thing in the community." q. Invite a store manager to explain how a store operates. r. Discuss what we can do to cooperate with the city departments in placing garbage properly and sorting trash properly. s. Dramatize safe use of cleaning agents. t. Give directions to the location of recreation areas in the neighborhood and discuss how to use the facilities. u. Make posters on a well-kept community. v. View films on the community. w. Investigate the construction of a new home. Name the different rooms and parts. Draw a plan. x. Discuss behavior acceptable for a pre-schooler, a six-year-old, a ten-year-old, or a 15-year-old. Discuss the differences. y. Discuss proper consideration toward a "senior citizen" in the home and in the community. z. Explain the meaning of such phrases as "Keep Off," "Private Property," "Keep Out," "Use Walk," "Quiet," "Day Sleeper," Bad Dog," and "Help Wanted."	p. Find pictures on skin care and good posture. q. Dramatize caring for a baby. r. Role play asking for a job. s. Demonstrate the proper ways to dust, sweep, vacuum, polish silver, and stack dishes. t. Check closets for needed organization and rearrangement. u. Study furniture arrangement and rearrange a room and report to class. Draw a picture for illustration. v. Discuss the importance of planning one's work and of completing tasks. w. Collect literature concerning various agencies and make a file such as Health Center, Child Care Center, etc. x. Mark a map showing locations of different agencies and fall out shelters. y. Discuss the importance of mature behavior; discuss foolish, immature behavior. z. Dramatize techniques used in seating, greeting, and serving guests. aa. Practice courtesy words in everyday activities. bb. Discuss proper actions in finding the owner of lost property. cc. Scan the newspaper for needed information on job opportunities, items for sale, help wanted, special services, or special sales, etc.

V. VOCABULARY

bad dog
caution
closed
cold
day sleeper
don't disturb
exit
flammable
front
hat
inflammable
keep off
keep out
off
on
out of order
private
quiet
rear
shake well
walk

VI. EVALUATION

A. Did the pupil show a better understanding of how the family contributes to the welfare of the community?

B. Did the pupil show an increased knowledge of the neighborhood and a greater appreciation of the contribution each made toward a better community?

C. Did the pupil show an understanding of neighbors of different cultural backgrounds?

D. Did the pupil increase in knowledge of the health and safety facilities in the community?

E. Did the pupil increase in knowledge of family finances?

F. Did the pupil show an increase in the ability to earn, to budget, and save money?

G. Did the pupil show an increase in ability to locate facilities and friends through improved reading skills.

H. Did the pupil learn to respect the property and privacy of others?

I. Did the pupil develop an interest and some basic skills in the academic areas?

J. Did the pupil learn to recognize, use, and enjoy simple manual tools?

VII. SUGGESTED VISUAL AIDS

A. Films (Available from Education Service Center, Region XI)

R 1009 Acts of Courtesy
Q 230 Allen Is My Brother
SK 611 Appreciating Our Parents
Q 803 Beginning Responsibility - Books and Their Care
RK 72 "Charlie's Haunt"
Q 809 Courtesy for Beginners (2nd ed.)
LK 778 Everyone Helps in a Community
R 136 Furniture for Your Home
Q 882 Helpers at Our School
K 325 Homes Around the World
K 193 I'm No Fool with Fire
R 508 Image in the Mirror
Q 471 Money and Its Uses
Q 472 Neighborhoods Are Different
R 507 Prairie Schooner, Space Age Model
LK 888 Rainshower
S 116 Safe Use of Tools
SK 10 Shelter (2nd ed.)
K 142 Summer on the Farm
S 1177 Two Little Raccoons
Q 241 What Do Fathers Do
Q 885 What Is a Neighborhood
GK1434 A World Full of Homes

B. Filmstrips (Eye Gate)

A 192 The Busy Bee
F 192 Jim Learns Responsibility

VIII. SUGGESTED BOOKS FOR PUPILS

Anderson, Edna. Families and Their Needs, Silver, 1957.

Anglund, Joan Walsh. Love Is a Special Way of Feeling, Harcourt, 1960.

Ardizzone, Edward. Paul, The Hero of Fire, Walck, 1963.

Blough, Glenn. Who Lives in This House, McGraw, 1957.

Buell, Ellen. The New Baby, Golden Press, n.d.

Burton, Virginia Lee. The Little House, Houghton, 1942.

Darby, Gene. What Is a Fish, Benefic Press, 1958.

Elkin, Benjamin. The True Book of Schools, Children's Press, n.d.

Friedman, Rose. Paddy McGuire and the Patriotic Squirrel, Abingdon, 1963.

Friskey, Margaret. The True Book of Birds, Children's Press, 1954.

Haynes, Olive. The True Book of Health, Children's Press, 1954.

Hoffman, Elaine and June Hefflefinger. About Family Helpers, Children's Press, 1967.

Hoffman, Elaine and June Hefflefinger. Friendly Helpers Around Town, Children's Press, 1967.

Hoffman, Elaine and June Hefflefinger. Friendly Helpers for Health and Safety, Children's Press, 1967.

Hoffman, Elaine and June Hefflefinger. School Helpers, Children's Press, 1955.

Horwich, Frances R. and Reinwald Werrenrath, Jr. Peek In, Rand, 1954.

Jackson, Kathryn. Homes Around the World, Silver, 1957.

Kelling, Furn. This Is My Family, Boardman, 1963.

Lenski, Lois. Let's Play House, Walck, 1944.

Munson, Frances and Muriel Stanek. You and Your Family, Benefic Press, 1966.

Podendorf, Illa. The True Book of Insects, Children's Press, 1954.

Podendorf, Illa. The True Book of Seasons, Children's Press, 1954.

Podendorf, Illa. The True Book of Trees, Children's Press, 1954.

Reed, Mary. Bambi, Simon, 1948.

Rukeyser, Murriel. Come Back Paul, Harper, 1955.

Sladen, Kathleen. While You're Sick, John Knox, 1965.

Thayer, Jane. The Second-Story Giraffe, Marrow, 1959.

Webbe, Elizabeth. Johnny and the Birds, Rand, 1950.

Housing the Family

Unit III

UNIT III

HOUSING THE FAMILY

(Suggested Time: 4 Weeks)

I. INTRODUCTION

This unit on shelter is a continuation of Unit III of Educable Mentally Retarded, Level II. The pupil at Level III has attained some degree of emotional maturity and has a greater need for social development. It is at this time instruction and participation in areas of vocation, home, family living, and social relationship should be increased.

The activities in this unit are structured to develop acceptable attitudes toward work, to obtain information about jobs in the community, to acquire knowledge of skills needed for job-task assignments, and to increase the appreciation for the people necessary in maintaining shelter.

II. OBJECTIVES

A. To provide activities to help pupils develop gross and fine muscle and increase coordination in performing daily tasks

B. To provide opportunities for pupils to improve sensory skills to a keen response of the daily stimuli

C. To assist pupils in developing satisfactory health and safety habits in daily living

D. To increase in pupil's the ability to express themselves and understand through speaking, writing, and reading

E. To provide activities to increase the child's vocabulary

F. To provide experiences which will improve basic concepts and skills in mathematics

G. To strengthen the pupil's ability to cope with life situations and face responsibility with a good mental attitude

H. To help the pupil develop an awareness of the different types of houses and other constructions in the community

I. To provide activities to develop skills in keeping the house attractive and in good repair

J. To develop in the child knowledge of the various types of building materials and their sources

K. To help the pupil increase in knowledge of the steps in building a house

L. To help the child acquire knowledge of the many people necessary in building, maintaining, and repairing a house or building

M. To help the child understand the different ways to obtain housing (ownership, rental)

N. To develop in the child a better understanding of the function of and equipment needed in the rooms of a home

III. MOTIVATING ACTIVITIES

A. Provide books and pictures on all types of building materials and the sources from which they come.

B. Read stories about who helps build a house, the different types of houses, and jobs in the home.

C. Provide games, scales, tapes, money (preferably actual money), rules, and yardsticks for enriching the experiences in mathematics.

D. Display materials that are used in constructing a house.

E. Arrange pictures of attractive rooms in a house.

F. Provide material to be used in building a play house or doll house.

G. Develop a bulletin board displaying different types of dwellings such as private homes, hotel, motel, project dwelling, and mobile home.

H. Provide newspapers, magazines, and catalogs for enriching knowledge of homes and their furnishings.

I. Provide field trips to observe the neighborhood and to become aware of available facilities.

J. Invite speakers to class to explain their jobs (policeman, nurse, painter, repairman, custodian, public health inspector).

K. Display pictures of the people that help maintain, repair, and build homes (electrician, plumber, landlord, and contractor).

IV. DEVELOPMENTAL GOALS FOR PUPILS

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Take a walk in the community to observe the different types of houses and buildings. Describe the different types of material used in the construction. (2) Pantomime building a house or tearing it down. (3) Exercise for at least 10-15 minutes each day. (4) Participate in rhythms such as Texas Star, Put Your Little Foot, or Looby Lou. (5) Play circle games such as Squirrels in a Tree, Three's a Crowd, or Drop the Eraser. (6) Play dodge ball, simplified softball, touch football, volleyball, basketball, soccer, and four square. (7) Jump rope--single, double, slow, on one foot, flat footed, and relay jump. (8) Walk, crawl, and use balance beam. (9) Participate in relays. b. Engage in activities using fine muscles. (1) Construct houses of different types of materials (log cabin, wood house, brick house, stucco house, aluminum house). (2) Build a play house of building blocks. (3) Use manipulative toys for constructing houses as Lincoln Logs, Magic Wood, Leg-O.	a. Develop the taste, smell, and tactile senses. (1) Smell the different types of lumber, feel the different grains. (2) Feel the different finishes on wood. (3) Feel the different types of roofing material. (4) Identify smells of paint, turpentine, or wax. (5) Identify sandpaper, wood, brick, and aluminum while blindfolded. (6) Place pieces of wood, glass, brick, or other objects into a paper bag. Feel without looking. Name as many as possible. (7) Select an object from a bag and tell what you do with the particular object (sandpaper, brick, hammer, dust cloth). b. Develop visual skills. (1) Match material to the house constructed of that material. (2) Match pictures of houses with words which describe them. (3) View transparencies of the different steps in constructing a house. (4) Sort like equipment (pliers, hammers, sandpaper, nails). (5) View films on the growth of the city and observe the construction.	a. Develop good health habits. (1) Discuss sanitation rules of the city and the facilities available. (2) Discuss the sanitary use of plumbing equipment in the home. (3) Make a scrapbook on maintaining good health in the home in relation to household cleanliness (airing beds, removal of dust, disposal of rubbish, and good ventilation.) (4) List things to do to control breeding of insects and rodents. Discuss why they are hazards to health. (5) Demonstrate the sanitary use and care of household cleaning equipment (mops, sponges, brushes, vacuum cleaners). (6) Discuss health regulations on business and why they are important. (7) Discuss health problems that arise during a disaster (flood, tornado, hurricane, fire). (8) Develop stories illustrated with picture on sanitation in the kitchen (washing and rinsing of dishes, using clean dish towels, washing hands, and wearing apron, hat, or hairnets). (9) Study the care of household pets to prevent spreading of diseases in the home. (10) Discuss keeping the exterior of the house clean.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(4) Select, cut, and mount pictures of different types of houses for scrapbook. (5) Draw pictures of different construction in the neighborhood. (6) Draw dot to dot pictures from transparencies on the board. (7) Construct a bird house. (8) Construct a doll house from cardboard; use wall paper on the walls and furnish each room according to its use from magazine pictures. (9) Find pictures of the different people who build houses. Make a chart.	(6) Identify materials used to repair and maintain a house (plunger, bulb, screws, nails, washers, and fuse). c. Develop auditory skills. (1) Match tools with the sounds they make (saws, pliers, sandpaper, hammer, brush, broom). (2) Listen to stories about the construction of houses and buildings. (3) Listen to guest speakers explain their jobs and the requirements for entering such jobs. (4) Listen to folk "work" songs. d. Develop vocal skills. (1) Use a transparency to explain the steps in constructing a house. (2) Sing songs about building a house. (3) Tell about jobs of acquaintances. (4) Discuss the job training available at school. (5) Participate in a panel discussion on the advantages or disadvantages of renting. e. Develop motor skills. (1) Pantomime using a tool and guess the name of the tool (hammer, saw, broom, mop, and ruler). (2) Role play building a house.	b. Develop safety habits. (1) View a transparency on constructing a building. Discuss the reasons for building codes. (2) Make posters on the causes of the various types of fires in homes or buildings. (3) Plan and practice a home fire drill using at least two means of exit. (4) Make a chart on prevention of accidents in the home (storing tools and toys properly, using ladder for climbing, removing doors of old refrigerators). (5) Give a weather report. Discuss the relationship of weather to safety in the home. (6) Dramatize ways to help at the scene of an accident on the playground, in the home, or in the street. Practice making an emergency telephone call. (7) Make a chart on the safe use of fire and matches in the home. (8) Make a scrapbook of cars showing safety features. (9) Discuss hazards of Christmas trees, lighting, and other decorations. (10) Make "Clean Up and Fix Up Week" posters.

B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health and Social Adjustment	2. Pupil Activities to Develop Language Skills	3. Pupil Activities to Develop Reading Skills
a. Discuss the services a landlord should provide his tenants. b. Make a list of ways to show respect for rented property. c. Make a list of the people involved in building a house. d. Discuss the meaning of "better things in life are gained through work." e. Collect pictures of people who provide utilities and write a story on each. f. Explain the meaning of "shelter." Compare the different types of shelter used by people around the world. g. Discuss how each room in a home contributes to a better daily life. h. Dramatize reporting an emergency situation (water pipe leaks, fallen electrical wire, or gas leaking). i. Discuss how utility bills are determined. j. List places in the neighborhood where bills may be paid. k. Take a field trip to a water purification plant. Review what was seen and write a story on pure water in the home. Purify some water in the classroom. l. Write a story about helping at home--cleaning a room, caring for clothing, doing dishes, or cooking. m. Discuss sharing home with other families or friends. n. List reasons for turning off lights, gas, and water when not in use.	a. Develop oral language. (1) Discuss various odd jobs you can do before entering job training (cleaning yards, baby sitting). (2) Report to class on a book about a family and their home. (3) Give a report from the TV or radio of a local disaster or civic incident. (4) Debate advantages and disadvantages of renting or owning a home. (5) Discuss the differences among people's homes in various places. (6) Take turns pretending to be interviewed for a job. (7) Complete a sentence to make "sense." b. Develop written language. (1) Write a story about a building project you watched. (2) Write a complete description of your house. (3) Use manuscript writing for labeling pictures or posters. (4) Write an explanation and draw a picture of the following dwellings: hotel, motel, mobile unit, housing development, duplex, and home, or apartment. c. Develop ability to spell. (1) Spell vocabulary related to the unit.	a. Develop word recognition skills. (1) Match a name of a piece of furniture or an appliance with a picture of that object. (2) Place words on board. Match to like word on cards. (3) Display pictures of objects with names beginning with the consonant sounds. (4) Find the appropriate word from word cards to fill in blanks of a familiar story either being told or read. (5) Put the names of the class in alphabetical order. (6) Read as many names as possible of all things labeled in classroom (desk, table, globe, window, door). b. Develop phonetic ability. (1) Collect objects whose names begin with the sounds for the letters of the alphabet. (2) Practice exercises in hearing the "beginning sounds," the "same sounds," "ending sounds." (3) Use Talking Alphabet to increase discrimination of sounds. (4) Match picture of houses, rooms, or furniture to the beginning letter of each. c. Develop comprehension. (1) Report to class on a book about a job.

1. Pupil Activities to Develop Mental Health and Social Adjustment (cont.)	2. Pupil Activities to Develop Language Skills (cont.)	3. Pupil Activities to Develop Reading Skills (cont.)
o. List things to do to keep house tidy.	(2) Spell name, address, city, and state. (3) Spell names of parents and siblings. (4) Spell names of the utility companies. (5) Name letters of the alphabet. (6) Alphabetize unit words. (7) Participate in games using the unit vocabulary list.	(2) Listen to a record and retell story to another person. (3) Listen to a story and arrange pictures of the story in sequential order. (4) Write a story about a field trip and put things in sequential order as seen. (5) Read a story and answer written questions about the story. (6) Read and answer questions on job application forms. (7) Study and follow directions on paint cans or cleaning agent cans. (8) Follow directions on a repair kit instruction sheet.

C. Vocational Proficiencies

1. Pupil Activities to Develop Mathematical Concepts	2. Pupil Activities to Develop Understanding of Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
a. Improve basic skills. (1) Count different things (houses in one block; all brick, wood, aluminum, white, or red houses; nails in a board on a house; screws in a steel beam; panes in a window; windows in the classrooms). (2) Make floor plans of buildings and count the rooms (home, a housing project, mobile home, or motel). (3) Write house numbers, telephone numbers, room numbers, and zip codes. (4) Count to 100 by 1's, 5's, and 10's. (5) Practice number combination in addition and subtraction. (6) Review concepts of less than or greater than, larger or smaller, and before or after. Use the number line on the board or enlarged on the floor, mimeographed individual paper or plastic lines. b. Develop concepts of measurement. (1) Use the ruler and/or yardstick to measure furniture to develop concept of inch, foot, yard, and fractions of inches. (2) Use the scales for weighing different objects (light, heavy, by pounds, by ounces). (3) Measure dry material, solid objects, and liquids. Develop the concept of cup, pint, quart, half-gallon, and gallon.	a. Observe and report to class the new buildings or construction going on in the city. b. Visit a housing project. Observe differences between a project and other dwellings such as number of residents, size of the building, the appearance of exterior, and accommodations. c. Make a mural of a housing project and its many families. d. From a top floor of school observe the neighborhood. Identify familiar homes and buildings. Make a silhouette of the scene. e. From magazine or newspaper pictures compare neighborhood houses with those elsewhere (country, small town, and farms). f. Collect and mount pictures of important buildings in the neighborhood and city. g. Cut out and display pictures of the many workers who produce building materials. Study what each does and write a story on each (lumbermen, miners, glassmakers, and brickmakers). h. Discuss the job performed and the particular tool used by each of the following: carpenter, power equipment operators, plumbers, electricians, cement workers, painters, and helpers. i. Observe electric company and gas company men installing or repairing lines in the neighborhood. Discuss the job being performed, identification of each, their special uniforms, and their equipment or tools.	a. Make a scrapbook of various applications and forms. Practice filling them out. b. Construct a bird house; sand, seal, and paint. c. Cut pictures from magazines and make a notebook of the furnishing for each room in the house. d. Construct a miniature doll house from crates; decorate each room. e. Repair a broken object from your home (small appliance, broken chair, extension cord). f. Remove parts of a stove and clean, wax, and replace them. g. Clean, cover shelves, and rearrange storage cabinet. h. Make a fireproof matchbox from a can and decorate with decals for the home. i. Make and decorate a set of ceramic book ends or pin trays. j. Prepare a first aid kit for the home. k. Construct a tool rack for home or school from old lumber. l. Build a scissors caddy for the room at school. m. Make a flower box for outside use at home. n. Cut and sew a dust cloth or mitt from flannel. o. Decorate boxes for jewelry boxes or crayon holders.

1. Pupil Activities to Develop Mathematical Concepts (cont.)	2. Pupil Activities to Develop Understanding of Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
(4) Develop the concept of 1/2, 1/3, and 1/4 and the concept of "equals." c. Develop concepts of time. (1) Keep a record of a nearby construction job. (when it was started; how long it took; what was done each day). (2) Review the names of the days of the week and the months of the year. Relate dates to receiving salary, paying rent, or paying utilities. (3) Make a calendar of jobs or repairs needed seasonally. (4) Use the clock to discuss times of daily class activities using the hour, half-hour, and quarter hour. d. Develop concepts of money values. (1) Discuss and list the prices of the different furnishings necessary for a house. (2) Discuss types of insurance (health and accident, life, automobile, and home). (3) Discuss and figure the price for hiring a job done in comparison to doing it yourself (caring for a yard or washing a car). (4) Figure amount of a utility bill, discuss "net" and "gross" amount to be paid and penalty for late payment.	j. Make a map of the community. Locate stores which sell items used in home repair. List store and item to be bought from each store. k. Interview the custodian and the maid of the school. Prepare questions to ask about what each does to keep the school clean. l. List service people and their jobs in large buildings (elevator operators, bellhops, watchmen, porters, and gardeners). m. Draw a picture of a home and label each room. n. Write a story of how to be a good neighbor. o. Discuss the value of showing respect for public and private property. p. Collect picture of construction being done in the community.	p. Cut and sew shoe bags from plastic material. q. Mold and glaze a spoon rest for the stove. r. Develop a duty chart for the classroom as cleaning up after activities, storing equipment and/or supplies in proper place, watering the flowers, and cleaning the board. s. List things to do to make the work of other people easier (custodian, maids, parents, utility men). t. Select, mount, and label pictures of people who help build homes. u. Make a chart of potential job opportunities and the training required for each. v. Make an exhibit of building materials for the exterior of homes. Report to another class on the cost of the material, the safety factors of each type, and other features.

V. VOCABULARY

address
apartment
bricklayer
carpenter
custodian
elevator operator
furniture
garbage man
helper
inspector
landlord
meter reader
painter
plumber
project
range
refrigerator
repairman
washer
window
yard

VI. EVALUATION

A. Did the pupil exhibit better coordination in operating household tools?

B. Did the pupil show a greater sensitivity to taste, touch, and smell?

C. Did the pupil improve in self-care, health, and safety habits?

D. Did the pupil show an increased insight into family living experiences?

E. Did the pupil show an increase in ability in oral language and vocabulary?

F. Did the child improve in spelling ability?

G. Did the pupil improve in reading ability?

H. Did the pupil improve in his use of numbers to solve problems, to measure, and to tell time?

I. Did the pupil gain more work skills?

J. Did the child develop the ability to accept evaluation of his work performance as well as to evaluate others?

K. Did the learning acquired seem to carry over into his home and family living?

L. Did he understand the different types of homes and their construction?

M. Did he show he understood the source of materials used in home construction?

N. Did the pupil increase in appreciation and understanding of the various people involved in maintaining, repairing, or providing a home?

O. Did the pupil use the community facilities to the best of his ability for better living?

VII. SUGGESTED AUDIO-VISUAL AIDS

A. Films (Available from the Education Service Center, Region XI)

R 1009	Acts of Courtesy
S 1050	Are Manners Important
Q 804	Beginning Responsibility - Doing Things for Ourselves in School
Q 806	Beginning Responsibility - Other People's Things
S 423	Cleanliness and Health
Q 809	Courtesy for Beginners (2nd ed.)
S 785	Dangerous Stranger
SK 255	Everyday Courtesy
L 132	Four Point Safety Home
S 1078	The Golden Rule - Lessons for Beginners
GK1003	Hansel and Gretel
K 325	Homes Around the World
M 27	How to Use a Dictionary
Q 810	Kindness to Others
Q 247	Let's Build a House
S 854	Lumber for Houses
S 116	Safe Use of Tools
GK2001	Safety in the Kitchen
Q 427	Safety With Electricity
SK 10	Shelter (2nd ed.)
LK 761	Stop, Look and Think
Q 1023	The Tree on the Road to Turntown
S 859	Using Screws and Nails
LK 271	What It Means to be an American
S 982	Water Safety
W 68	Well-Planned Home Storage
GK1434	A World Full of Homes

VIII. SUGGESTED BOOKS FOR PUPILS

Anderson, Edna A. Families and Their Needs, Silver, 1966.

Darby, Gene. What Is a Tree, Benefic, 1957.

Harris, Albert J. and Mae Knight Clark. Self-Help Dictionary, Macmillan, 1966.

Hoffman, Elaine and Jane Hefflefinger. About Family Helpers, Melmont, 1954.

Hoffman, Elaine and Jane Hefflefinger. More Friendly Helpers, Melmont, 1954.

Hoffman, Elaine and Jane Hefflefinger. Our Friendly Helpers, Melmont, 1954.

Jackson, Kathryn and Frederick Becher. Work Around the World, Silver, 1957.

Lae, Hannah Ikeda and Al Tudyman. About Things at Home, Stanwix House, 1964.

Lauber, Patricia. The Story of Numbers, Random House, 1961.

Miles, Betty and Remy Charlip. What Is the World, Knopf, 1958.

Niedermeyer, Mabel. Our Happy Family, Bethany Press, 1958.

Parker, Bertha M. The Golden Book Encyclopedia (16 volumes), Golden Press, 1959.

Pope, Billy and Ramona Emmons. Your World: Let's Build a House, Taylor, 1966.

Samford, Clarence, Edith McCall, and Ruth Gue. You and the Neighborhood, Benefic, 1965.

Scarry, Patsy. Fun Around the World, Silver, 1957.

Warner, Gertrude Chandler. The Box Car Children, Whitman, 1950.

Ziner, Feenie and Elizabeth Thompson. The True Book of Time, Children's Press, 1956.

Feeding the Family

Unit IV

UNIT IV

FEEDING THE FAMILY

(Suggested Time: 4-5 Weeks)

I. INTRODUCTION

The unit on foods is a continuation of Unit III, "Foods," of Educable Mentally Retarded, Level I and Unit IV, "Foods," of Educable Mentally Retarded, Level II. This unit provides opportunity for activities for Level III which are designed to improve the physical, social, and vocational competencies.

The activities are developed to improve the basic knowledge of food and to point up the relationship of good nutrition to a healthy body. It is structured to increase his knowledge and ability in food planning, preparing, and serving.

The activities are outlined for the classroom with minimum equipment; however, they give a wealth of experiences to develop further the abilities of a productive adult.

II. OBJECTIVES

A. To help the pupil develop knowledge and skills in the manipulation of household equipment

B. To increase in students the use of sensory skills in developing sensitivity of taste, smell, and touch in relation to food preparation

C. To assist pupils in understanding the sources of food and appreciating the work that is necessary to obtain it

D. To develop in pupils the ability to identify foods and to classify them according to the appropriate meal--breakfast, lunch, or dinner (supper)

E. To help pupils plan well balanced menus

F. To help pupils learn minimum daily requirements and their importance to our daily diet

G. To help pupils learn to prepare and serve a meal for the family and guests

H. To aid pupils in learning to clean up after preparation and service

I. To develop in pupils the ability to read labels and advertisements to formulate good purchasing skills

J. To increase the pupils' abilities to solve problems, to weigh and measure accurately, and to develop the concept of time

K. To help pupils develop the ability to read and follow directions

L. To provide opportunity for pupils to increase vocabulary

M. To provide experiences which develop self-confidence and faster proper self-identification and improve etiquette

N. To stimulate in pupils an awareness of food service, sources, prices, and ways of preserving

III. MOTIVATING ACTIVITIES

A. Display pictures of food according to classification.

B. Arrange artificial fruits and vegetables on display.

C. Show films and filmstrips about food (farms, dairies, bakeries, food preparation, food storage, and food preservation).

D. Show films and filmstrips on food service, etiquette, and courtesy.

E. Display posters of food suitable for breakfast, lunch, and dinner.

F. Provide books on food production, storage, preparation, and service.

G. Arrange field trips to various places where food is served or sold (cafeteria, grocery, dairy, hospital, and market).

H. Provide newspapers and magazines for price comparison, foods most available, new recipes, and decorative settings.

I. Display a chart on milk and milk products.

J. Invite a home economist to give a talk and demonstration on foods.

K. Make a model supermarket and stock shelves with various kinds and sizes of cans, boxes, and packages. Indicate prices for buying and playing store.

L. Provide food for cooking experiences. Record each different experience.

M. Formulate rules of etiquette for eating at home, in restaurants, or in the cafeteria.

N. Display pictures of the different sources of food.

O. Invite a fireman to speak to the class on safety in the kitchen.

IV. DEVELOPMENTAL GOALS FOR PUPILS

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Do exercise at least 10-15 minutes a day. (2) Walk balance beam, crawl, and tumble. (3) Play ball (kickball, touch football, volleyball, basketball, dodgeball, soccer, and four square). (4) Jump rope (single, double, one foot, flat footed, slow, fast, and race). (5) Play circle games (cut the pie, drop the handkerchief--or cookie). (6) Participate in relays. (7) Play hopscotch, broad jump, frog jump, or tug-of-war. (8) Throw and catch balls, bean bags, and rings. (9) Throw at a given target such as ring a peg, dart in the bull's eye, ball in a box, and bean bag in a cup. (10) Participate in rhythmic activities such as "La Raspa." (11) Interpret music through body movement. b. Engage in activities using fine muscles. (1) Cut circle of wax paper to line cake tins; grease cake tins. (2) Wash, dry, and store dishes. (3) Sweep and mop the floor. (4) Clean stove and/or refrigerator; remove necessary parts.	a. Develop the taste, smell, and tactile senses. (1) Smell and feel meat before and after it is cooked. (2) Smell, feel, and taste raw and then cooked vegetables, seasoned and unseasoned vegetables. (3) Make smelling packs of spices and guess what each is by smelling. (4) Place different fruits and vegetables in a sack; pass these around; feel and guess what each is. (5) Blindfold and pass fruits and/or vegetables. Guess what it is by feeling and smelling. (6) Feel the skins of fruits. Discuss thick and thin, smooth and rough, slick and fuzzy, hard and soft skins. b. Develop visual skills. (1) Place pictures or artificial fruit and vegetables in their proper food groups. (2) Compare raw and cooked meat as to color, size, and marbling. (3) Compare raw and cooked vegetables as to color. (4) Compare fresh, frozen, and canned vegetables. (5) Display a table setting; remove an article; try to remember what was taken away.	a. Develop health habits. (1) View films on food service in the hospital and the importance of diet in getting well. (2) Make a chart of the four food groups. (3) Develop a notebook on the proper diet and good health (food to build muscles, teeth, and bones; foods to furnish heat and energy; protein; and growth). (4) Dramatize proper washing of vegetables and fruits. (5) Discuss the importance of proper storage of food (frozen, canned, fresh, and dried). (6) Dramatize proper washing and drying of dishes. Emphasize the importance of sanitation. (7) Discuss proper disposal of garbage in prevention of pests and rodents. (8) List the importance of water in our diet and how the body uses it. (9) Discuss cleanliness in relation to food in the stores and homes. (10) Make a list of the food eaten in one week. Analyze list to see if varieties from the four food groups are being eaten. (11) Make a list of things that a person can do to gain or lose weight.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(5) Prepare and use decorating tube for frosting and decorating a cake and cookies. (6) Do a potato or carrot block print for a place mat. (7) Splatter paint pin wheels for favors at a party. (8) Make plastic flowers for a centerpiece. (9) Make and paint artificial fruit either from paper mâché or soap. (10) Use plaster of Paris to make decorative fruit plaques; stain and ink with gold. (11) Make a notebook on food according to classification. (12) Make a poster of milk and milk products. (13) Shell peanuts or pecans. (14) Weave a pot holder. (15) Cut and hem dish towels; decorate with crayon; iron under paper to set color. (16) Arrange menus and food pictures in proper food groups in a pocket chart. (17) Practice pouring liquid from one container to another.	c. Develop auditory skills. (1) Listen to stories about how food is grown, prepared, stored, processed, and its importance to man. (2) Listen to food cooking, water boiling rapidly, vegetables boiling dry, and meat sizzling. (3) Listen to sounds made by a toaster, mixer, or other appliance. Guess which appliance was operating. (4) Listen to popcorn popping. Mimic the sound. (5) Listen to a tape or record and relate the idea or story to the class. d. Develop vocal skills. (1) Develop a choral reading about food. (2) Tell what was eaten for breakfast, lunch, or dinner. (3) Sing a song about cooking, eating, or foods. (4) Make riddles about foods and guess their names. (5) Describe how a pineapple, a banana, or an orange looks and feels. b. Develop motor skills. (1) Make and taste butter. (2) Put away dishes after a party. (3) Make and serve coffee to guests.	b. Develop safety habits. (1) Dramatize proper use of utensils in cooking on the stove or hot plate. (2) Discuss the danger of having little children in the cooking area while it is in use. (3) Demonstrate the proper use of extension cords and the correct way to plug in electric appliances. (4) Discuss safe use of water and electricity in the kitchen. (5) Demonstrate proper use, care and storage of knives, scissors, and other cutting tools. (6) Make a notebook on ways to extinguish a fire in the kitchen. (7) Discuss fire safety in relationship to cleanliness and proper use of equipment (cleaning oven, lighting an oven, or lighting an open burner). (8) Demonstrate simple emergency treatment for burns, cuts, and other injuries. (9) Make a safety chart of rules to follow when preparing food. (10) Experiment with handling of hot objects. (11) Dramatize calling the doctor on the telephone to report an emergency.

B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health and Social Adjustment	2. Pupil Activities to Develop Language Skills	3. Pupil Activities to Develop Reading Skills
a. Write and say name and address daily until memorized. b. Name the people in your family and their ages. c. Practice good table manners in the lunch room. d. Discuss good manners when eating out. e. Plan a birthday party and discuss manners to use at the party and their importance. f. Role play how to greet a guest in the home or in the school room. g. Discuss rules for conduct on a field trip and in public. h. Discuss steps in preparing and serving a birthday cake. (1) Discuss recipe for preparing cake. (a) Discuss needed equipment. (b) Review recipe and get out the necessary ingredients and equipment. (c) Mix according to the recipe and bake. Ice and decorate if necessary. (2) Plan the steps to follow in serving the cake or food. (a) Count the persons to be served. (b) Light the candles and let the birthday pupils blow them out. (c) Cut and serve the birthday cake.	a. Develop oral language. (1) Discuss making a birthday cake as the steps to be done first and the method used, as well as necessary precautions. (2) Discuss the importance of meat in our diet; explain the different cuts of meat as to tenderness and economy. (3) Using puppets, review courtesy words. (4) Identify beaters, spatulas, cake pans, cookie sheet, tube pan, and other kitchen equipment. (5) Discuss wise buying to avoid waste. (6) Explain the word "roughage" in diet. (7) Discuss pleasant topics of conversation which would be suitable for dinner. b. Develop written language. (1) Write the recipes of the birthday cake or food to be cooked. (2) Write the names of the different kinds of meat and the different cuts of meat most often found in the market. (3) Write invitations to a party which the class will prepare. (4) Write names when labeling pictures of fruits, vegetables, meats, and kitchen equipment. (5) On the chalkboard, practice writing name, address, vocabulary words, and alphabet.	a. Develop word recognition skills. (1) Label pictures of fruits, vegetables, and meats. (2) Match like words of fruits and vegetables. (3) Make a notebook of fruits and vegetables and label. (4) Cut out pictures of kitchens and label equipment. (5) Look at picture word cards. Give the names of as many as possible. (6) Make an alphabetized list of words for health and food. b. Develop phonetic ability. (1) Find words that rhyme in stories. (2) Underline letters that begin alike in words. (3) Draw a circle around words that end the same. (4) Underline letters that are the same in such words as feed, and seed. (5) List words that have the vowel that says its name. (6) Circle blends in the vocabulary list (sh, ch). c. Develop comprehension. (1) Read recipes and follow during a cooking experience (cake, candy, cookies, vegetables).

1. Pupil Activities to Develop Mental Health and Social Adjustment (cont.)	2. Pupil Activities to Develop Language Skills (cont.)	3. Pupil Activities to Develop Reading Skills (cont.)
(d) Eat the cake together as a party. (3) In clean up, follow the duty schedule set up by the class. i. Clean up after every activity. j. Discuss jobs at home and what each contributes to the meal setting and preparation. k. Discuss happy attitudes in relation to good digestion and making meals a pleasant affair at home and in restaurants.	(6) Do directed cursive writing from book. (7) View transparency to help with form of letters. (8) When necessary use plastic sack for tracing when having difficulty forming letters. c. Develop ability to spell. (1) Spell the words necessary in the unit being studied. (2) Spell names of food stores and restaurants in community. (3) Spell national food brand names. (4) Spell names of family members and classmates.	(2) Read directions on packages of dried food or frozen foods and prepare. (3) Read books pertaining to food. (4) Write experience charts on the different foods cooked, the job each had during the cooking experience, and how the food tasted. (5) List the food you like best and how often you eat your favorite food. (6) Write a short story about "Dinner Time at My House." (7) Fill in blanks from vocabulary list pertaining to the foods studied as "Digestion of food begins in the _____." (8) Read a story from a book and relate the story to the class. (9) Read stories from "Cowboy Sam" or other series. Make illustrations and write short stories about them.

C. Vocational Proficiencies

1. Pupil Activities to Develop Mathematical Concepts	2. Pupil Activities to Develop Understanding of Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
a. Improve basic skills. (1) In planning a party, count the people, silverware, candles, plates, napkins, chairs, and favors. (2) Use games to reinforce number concept (Addo or Bingo). (3) Use the number line to demonstrate counting by two or five and finding before, after, larger, and smaller. (4) Use magnetic number to practice showing greater than and less than. (5) Use felt cut outs showing sets and groups. (6) Make a grocery list. Count the items. (7) Write numbers before, after, and between given numbers. b. Develop concepts of measurement. (1) Measure the ingredients for a cake using cups, teaspoon, liquid and solid measures, and temperature. (2) Measure 1 cup, 1/2 cup, 1/3 cup, and 1/4 cup of liquid, then solid. (3) Study the terminology used in buying foods. (a) Eggs by dozen (b) Milk by quart, half gallon, or gallon (c) Flour or meal or sugar by pound (d) Cereal by box	a. Take field trips to produce markets and observe the produce available at different times of year. b. Take a trip to a cafeteria and observe the food preparation and display. c. Take a field trip to the grocery store. Compare prices, weights, package sizes of food. d. View films on hospital food service and the importance of proper diet when ill. e. Make a notebook on the different foods of various nationality and cultural groups. f. Discuss the contribution that food industries make to the welfare and growth of the city in terms of providing employment, paying taxes, and providing fair prices for products. g. Discuss how government insures proper weight and quality of foods. h. List the food industries in the city and discuss the job requirements in each. Determine how one can train himself for employment. i. Name and give the addresses of several restaurants. List job possibilities and requirements in them. j. Discuss food labels and packaging according to protection and attractiveness. k. Discuss food inspectors, health cards, and licenses for food handling. l. List the food stores in the community and discuss how they get their food supply and the brand names they have available.	a. Cook a birthday cake and serve. b. Prepare a menu and cock the food for an infant or old person. c. Prepare a menu for different types of diets (liquid, soft, or high protein). d. Prepare foods for breakfast. e. After a complete study on flour make quick bread and yeast bread and serve. f. Classify vegetables according to stem, root, or leafy and prepare one from each group. g. Plan menus from the four food groups and select one for preparation. h. Select duties for a cooking experience. i. Make a recipe holder (cut, sand, glue, and paint). j. Repair small electrical appliance used in the kitchen (toaster, can opener, or waffle iron). k. Make butter pudding and ice cream from milk. Discuss different ways to use milk. l. Cook beef, pork, and lamb. Compare the taste, price, and methods of cooking. m. Construct a hot food holder from slapstick, wood slats, or tile. n. Make a napkin holder out of plastic dish washers or wood scraps. o. Mold from clay and glaze a spoon rest. p. Weave a fruit basket.

1. Pupil Activities to Develop Mathematical Concepts (cont.)	2. Pupil Activities to Develop Understanding of Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
(e) Fruit by the pound (f) Vegetables by pound or peck or bushel (4) Read labels of cans, bottles, boxes, packages. Compare weights. c. Develop concepts of time. (1) Time the cooking of the cake at a certain degree of temperature. (2) Time yeast bread as rising, baking to quick bread. Note the lukewarm water for yeast. (3) Mark calendar for birthdays. Count the days until the party. (4) Discuss different time of day for certain meals. Use individual clocks to give directed times. (5) Discuss and chart the time for cooking different meats and vegetables. Use a clock for timed experiments. d. Develop concepts of money. (1) Total the cost of the cake. (2) Make a grocery list using newspaper figure prices of foods and the amount of the bill. (3) Play buying groceries and making change from different amounts of money. (4) Compare the price of meat and other meat substitutes.	m. List the community helpers who make food possible (grocer, milkman, farmer, rancher, baker, poultry farmer, and fisherman). n. Experiment with planting seeds (ample water, too little water, no sun, much sun, rich soil, poor soil, and other conditions).	q. Make and serve cookies and punch for a festive occasion. Make decorations and favors. r. Make charts of fruits and vegetables properly packed in crates and in sacks at the market. s. Practice sacking groceries. t. Practice stacking dishes, carrying dishes stacked, and serving filled dishes.

V. VOCABULARY

bake
battle
bread
butcher
cafe
cashier
checker
chicken
clean
cook
dairy
dishwasher
drug
farm
fish
fruit
grocery
market
meat
milk
package
pudding
restaurant
truck driver
vegetables
waiter
waitress

VI. EVALUATION

A. Did the pupil show an increase in coordination of gross and fine muscles?

B. Did the pupil improve in sensory skills?

C. Did the pupil show an increase in knowledge of selecting food for his daily diet?

D. Did the pupil increase in knowledge of food and good health habits?

E. Did the pupil increase in knowledge of safety precautions and develop better habits?

F. Did the pubil increase in reading ability?

G. Did the pupil show an increase in ability to solve problems?

H. Did the pupil expand concepts of time, money management, and weights and measures?

I. Did the pupil improve his vocabulary?

J. Did the pupil increase in self-confidence and improve in self-identity?

K. Did the pupil learn to plan attractive meals?

L. Did the pupil improve in his ability to prepare and serve a meal?

M. Did the pupil increase in ability to clean and store food properly?

N. Did the pupil show an increase in knowledge of the different methods of food preservation?

O. Did the pupil improve his table manners?

P. Did the pupil increase in appreciation for the people who help provide food?

VII. SUGGESTED AUDIO-VISUAL AIDS

A. Films (Available from the Education Serivce Center, Region XI)

R	1009	Acts of Courtesy
W	3	Arranging the Buffet Supper
W	4	Arranging the Tea Table
K	256	Beginning Good Posture Habits
K	293	Better Breakfasts, U. S. A.
S	423	Cleanliness and Health
M	121	Cooking Terms
K	176	Eat for Health
L	635	Exercise Can Be Fun
GK	320	Food for Health
SK	218	The Food Store (2nd Ed.)
SK	615	Food that Builds Good Health (2nd Ed.)
KIT	6	Food, The Color of Life
W	69	Food Preparation: Some Basic Ideas
LK	388	Food-Getting Among Animals
SK	134	Joan Avoids a Cold
W	8	The Sun - Friend or Enemy
Q	902	Safety with Fire
R	309	The Story of Light
K	143	Teeth Are to Keep
Q	217	Teeth White - Teeth Bright
RK	500	Uncle Jim's Dairy Farm
R	505	The Wonderful World of Food
Q	202	You - and Your Food
M	87	Your Ears
M	88	Your Eyes
Q	411	Your Food
Q	406	Your Sleep and Rest

B. Filmstrips

Check current catalogs for those available.

C. Tapes

Check current catalog for those available.

VIII. SUGGESTED BOOKS FOR PUPILS

Anderson, Edna A. Families and Their Needs, Silver, 1966.

Darby, Gene. What Is a Cow, Benefic, 1963.

Greene, Carla. I Want To Be a Baker, Children's Press, 1956.

Greene, Carla. I Want To Be a Storekeeper, Children's Press, 1958.

Krauss, Ruth. The Carrot Seed, Harper, 1965.

Shecter, Ben. Partouche Plants a Seed, Harper, 1966.

Woods, Joan. Mandie's Mush Pots, Abingdon, 1963.

Clothing the Family

Unit V

UNIT V

CLOTHING THE FAMILY

(Suggested Time: 4 Weeks)

I. INTRODUCTION

The unit on clothing the family for pupils in Level III is a continuation of Unit V, "Clothing," Educable Mentally Retarded, Level II. The objectives for this unit remain similar to those of Level II where more emphasis was placed on building a foundation of concepts. This unit will deal in reinforcing those concepts. Activities will be presented in many ways using varied types of instructional material. The activities will continue to reinforce learning in the areas of physical, social, personal, and vocational proficiencies.

Some of the areas covered will be selecting and caring for clothing, developing simple sewing skills, increasing knowledge of personal grooming, and choosing suitable clothing for all occasions.

Although this unit has a suggested time of four weeks, activities in good grooming and care of clothing should be part of the daily schedule.

The material presented in this unit can be adapted to fulfill the needs of all pupils in Level III. The activities include the areas of physical, personal, and social competencies and vocational proficiencies.

II. OBJECTIVES

A. To help the pupil improve gross and fine muscle coordination through suitable exercises and activities

B. To help the pupil improve sensory skills and develop language arts skills

C. To assist the pupil in learning the value of practicing good health habits

D. To develop in the child a knowledge of safety factors to be considered in selecting clothing

E. To help the child select clothing suitable to the occasion and for good wearing quality

F. To help the pupil learn how to care for clothing

1. Hanging clothes

2. Washing and ironing

3. Dry cleaning

4. Simple repair

G. To provide opportunities for the pupil to learn to shop for clothing

1. Types of stores and shops that sell clothing

2. How to select correct size

a. Coats, jackets, dresses, shirts, jeans, and suits

b. Shoes, socks, and hose

c. Underwear

H. To help the pupil learn to identify some of the materials made into clothing for the family

I. To identify items of clothing worn by different family members

J. To learn to thread and operate a machine

K. To learn to make simple garments or household linens (aprons, shifts, dish towels, place mats, tote bags, hot plate mats, table cloths)

L. To learn to knit and weave (shoes, bags, simple shell, place mats)

M. To learn simple stitchery

N. To learn to iron shirts, jeans, blouses, skirts, shifts, and household linens

III. MOTIVATING ACTIVITIES

A. Provide a sewing kit for clothing repair.

B. Provide samples of cotton, wool, nylon, rubber, leather, rayon, and plastic so that pupils can feel and observe the difference in texture, weave, thickness, and weight of material.

C. Show films and filmstrips about types of material and clothing.

D. Make a bulletin board showing seasonal clothing, clothing for special occasions, and clothing suitable for family members.

E. Display library books about clothing and cloth.

F. Make a booklet matching suitable samples of materials to pictures of clothing such as a wool sample with a picture of a coat and a sample of cotton print with a picture of a shirt or shift.

G. Display a piece of raw wool, a cotton stalk, and wood chips. Beside each article place a sample of material that is made from it.

H. Take a field trip to a department store or a neighborhood fabric shop.

I. Take a field trip to a clothing factory.

J. Take a field trip to a local laundry or dry cleaning plant.

K. Take a trip to a neighborhood laundromat or self-service dry cleaning establishment.

L. Visit the Museum of Science and History to compare clothing worn by families now and in years past.

M. Develop a vocabulary of clothing words used daily.

N. Make experience stories and booklets about clothing.

O. Display articles of safety clothing.

P. Make a chart or bulletin board with pictures of family clothing and label each picture.

Q. Show filmstrip or films on wearing safe clothing.

R. Exhibit articles needed to keep clothing clean and neat such as soap, iron, needles, thread, clothes brush, coat hanger and spot remover.

S. Provide iron and ironing board.

T. Provide button box.

U. Read stories about clothing.

W. Provide newspaper advertisement of clothing worn by family to compare price and quality.

IV. DEVELOPMENTAL GOALS FOR PUPILS

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Exercise to music ten minutes each day. (2) Play musical games using records or tapes. (3) Dramatize an activity such as putting on a shirt or gloves or other article of clothing. (4) Wash and hang dish towels. (5) Play softball or kickball. (6) Run relays. (7) Do push-ups and pull-ups. (8) Walk a walking beam. (9) Balance on a balance board (10) Crawl through a box or tunnel. (11) Polish shoes. (12) Iron a garment. b. Engage in activities using fine muscles. (1) Thread a needle. (2) Sew on buttons. (3) Cut out and hem a dish towel. (4) Dress a doll. (5) Weave a pot holder or place mat. (6) Hang clothes on a hanger or hook.	a. Develop the taste, smell, and tactile senses. (1) Feel material such as wool, corduroy, velvet, rubber, and leather. (2) Feel material in a sack; match it to material on a chart or table. (3) Feel pieces of raw cotton and wool. (4) Wet a piece of leather and a piece of rubber; smell them. Then smell dry leather and dry rubber. Tell the difference in wet and dry leather and rubber. (5) Smell the differences among materials. b. Develop visual skills. (1) Match articles of wearing apparel. (2) Mix up 5 pairs of shoes. Match them. (3) Dress paper dolls. (4) Paint a self portrait. (5) Label pictures of family clothing on a chart or bulletin board. (6) Cut out an apron from paper and then one from material. c. Develop auditory skills. (1) Listen to a story and dramatize it. (2) Listen to stories about cotton, wool, and other materials.	a. Develop health habits. (1) Practice good posture. (2) Wear clean clothes. (3) Exercise ten minutes each day. (4) Discuss the importance of clothes that fit properly. (5) Keep a cleanliness check chart. (6) Discuss importance of keeping clean. (7) Make a health chart displaying articles used every day for good health. Use soap, hand brush, wash cloth, toothbrush, and toothpaste. (8) Develop a good grooming corner. (9) Discuss the importance of choosing shoes that fit correctly. (10) Discuss care of hair. (11) Discuss and practice good nail care. (12) Choose seasonal clothing. b. Develop safety habits. (1) Discuss safety rules for using iron or hair dryer. (2) Discuss and practice putting out a fire that might start in clothing. (3) Invite a fireman to discuss fire safety. (4) Practice calling the fire department.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(7) Cut out a spool holder using the jigsaw. (8) Sand and paint a spool holder. (9) Practice putting on and tying hair ribbon or neck tie. (10) Put together a puzzle on clothing. (11) Make a chart displaying zippers, buttons, snaps, and grippers. (12) Embroider a wall hanging. (13) Make a pin cushion. (14) Measure a hem line. (15) Hang clothes with clothes pins on a clothesline. (16) Sort clothes for washing. (17) Mend simple ripped seams in clothing. (18) Fold blouses, socks, towels, or other clothing. (19) Tie-dye material for a scarf. (20) Practice fastening zipper, gripper, snaps, hooks and eyes, and buttons.	(3) Carry out three instructions in a given sequence. "Bring me one red sock, one blouse, and one pair of pants." (4) Close eyes and listen to sounds around you. On que, tell what is heard. (5) Rub different materials together and listen to different sounds. d. Develop vocal skills. (1) Tell how to buy a dress or shirt. (2) Tell a story about a shopping experience. (3) Tell how to iron a skirt. (4) Tell what was observed on a field trip to a department store. (5) Sing songs about clothing. e. Develop motor skills. (1) Iron a blouse, shirt, or apron. (2) Polish shoes. (3) Sew on a button or snap. (4) Hem a dish towel on the sewing machine. (5) Play musical chairs (6) Wash a blouse or shirt. (7) Tear, baste, and hem a doll bed cover. (8) Tool a leather belt.	(5) Discuss the safety hazards involved in using cleaning fluids. (6) Discuss safety clothing worn by different workers. (7) Discuss the importance of keeping clothes hung. (8) Practice safety when using scissors, needles, and pins. (9) Discuss wearing white or light colored clothing that will reflect light at night. (10) Test materials for degree and rate of combustibility. (11) Discuss the hazards of an open fire with night clothes. (12) Discuss and practice safety measures using a sewing machine. (13) Discuss safety practices when using washers and dryers.

B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health and Social Adjustment	2. Pupil Activities to Develop Language Skills	3. Pupil Activities to Develop Reading Skills
a. Discuss how suitable clothing for the occasion gives a feeling of well being. b. Discuss proper customs in matters in dressing and undressing. (1) Keep clothing buttoned, zipped, locked, or snapped at all times. (2) Make adjustments to clothing in private, if possible. (3) Brush and comb hair in restroom, in lounge, or at home. (4) Dress and undress at home or in privacy of locker room. c. Discuss daily standards for personal cleanliness. (1) Take a bath every day. (2) Brush teeth twice daily. (3) Brush hair daily. (4) Wear clean underwear and socks every day. (5) Wear clean clothes. d. Select pictures of suitable clothing for various activities. (1) Clothing suitable to wear to a ball game (2) Clothing suitable to wear to a party (3) Clothing suitable to wear on an overnight camp out (4) Clothing suitable for school	a. Develop oral language. (1) Develop vocabulary by learning functional words associated with clothing such as dress, coat, shirt, shoes, and socks. Keep these in notebook or on a chart. (2) Find items to describe functional words such as red dress, blue coat, black shoes, and tight shoes. (3) Describe a dress by color, size, or design. (4) Relate personal experiences in buying an article of clothing. (5) Observe an article of clothing several minutes, put it out of sight, then tell as many things as possible about it. b. Develop written language. (1) Begin cursive writing. (2) Capitalize proper names and the beginning of sentences. (3) Use a period and question mark. (4) Write or copy a letter to a friend or relative. (5) Copy an experience story from board. c. Develop ability to spell. (1) Review name and address. (2) Read names of classmates from chart or chalkboard.	a. Develop word recognization skills. (1) Dictate experience stories about cloth or clothing to be written on chalkboard. (Story should be in pupil's words.) (2) Read printed experience story about cloth or clothing from notebook. (3) Increase sight vocabulary by reviewing words in notebooks or on chart about clothing. (4) Learn word attack skills by reviewing labeled pictures of clothing on charts or in notebooks. (5) Make a vocabulary list of new words for notebook. (6) Play a game by picking a picture of a dress or other article of clothing. Match the picture to the word on flannel board, pocket chart, or chalk board. (7) Draw a line from picture of article of clothing to word, naming article on teacher prepared sheets. b. Develop phonetic ability. (1) Listen to records and follow prepared sheets to learn to use phonics and rhyming words. (2) Listen to phonics records and/or tapes and follow instruction given. (3) List rhyming words such as coat-boat, hat-bat, and slipper-zipper. (4) Sound out words on chart or in clothing notebook.

1. Pupil Activities to Develop Mental Health and Social Adjustment (cont.)	2. Pupil Activities to Develop Language Skills (cont.)	3. Pupil Activities to Develop Reading (cont.)
e. Make a chart with labels of the four seasons. Place pictures of suitable seasonal clothing on chart in proper place. f. Relate a story or incident about clothing. g. Pantomime or dramatize appropriate behavior at a party, at a ball game, at a camp-out; discuss appropriate dress for each. h. Discuss appropriate undergarments with different clothes.	(3) Make a list of 6-to-10 words each week that pertain to clothing. Learn to recognize, spell, and use them in sentences. (4) Learn to spell words such as coat, dress, shirt, shoes, slip, hose, and socks. (5) Examine clothing advertisements in newspaper; identify words that describe clothing.	c. Develop comprehension. (1) Listen to stories about clothing and materials used in clothing. (2) Sequence pictures of pupil getting dressed to go out to play or for other activity. (3) Listen to stories about clothing; relate the story in sequence to class.

C. Vocational Proficiencies

1. Pupil Activities to Develop Mathematical Concepts	2. Pupil Activities to Develop Understanding of Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
a. Improve basic skills. (1) Learn concepts of size such as large-small, long-short, and big-little by measuring different parts and articles of clothing with a tape measure. (a) Long and short sleeves (b) Big and little aprons (c) Large and small shirts (2) Describe the difference in size clothing worn by different members of the family. (3) Learn concept of weight of clothes. (a) Compare a heavy winter coat with a light weight sweater. (b) Compare a wool dress or skirt to a thin dress or skirt. (4) Compare weight of different kinds of shoes. (5) Keep a daily chart on the growth of a silk worm. (6) Improve counting skills. (a) Count by rote by one's, ten's, and five's to one hundred. (b) Say multiplication by rote to a record. (c) Use buttons and spools for counting to one hundred. (d) Count jackets, short sleeve shirts, long sleeve shirts, jeans, pants, dresses, and sweaters worn by classmates.	a. Choose appropriate clothing suitable to the weather. (1) Select and cut out pictures of clothing suitable for winter. (2) Select and cut out pictures of clothing worn when it rains. (3) Select and cut out pictures of clothing worn for sports or swimming. b. Discuss behavior when shopping for clothing. c. Take a field trip to a department store. (1) Discuss the kinds of clothing seen in the store. (2) Discuss the types of clothing observed on way to department store (policeman's uniform, workman's clothes, beautician's uniform, baseball suit, street dress, business suit). d. Grow silkworms. (1) Make notes daily on the progress of the silkworms. (2) Use reference books and draw pictures as each new step develops in growth of silkworms. (3) Make a reel and draw fibers from cocoons. (4) Write experience stories on silkworm cycle. (5) Observe and feel samples of silk material. Name garments made of silk.	a. Wash article of clothing following instructions given by teacher. b. Iron an article of clothing or household linen weekly. c. Follow a sequence of direction such as open the sewing machine, plug in the machine to electric outlet, and thread the machine. d. Perform ironing, sewing or other assigned duties quickly and quietly. e. Use simple sewing equipment such as chalk, pins, scissors, needles, and pin cushion. Put them away in proper place when task is completed. f. Discuss choosing clothing for the following day, checking for rips, missing button, or cleanliness. Report this activity. g. Learn to thread and operate a sewing machine. h. Learn to use a pattern to cut out a simple garment. (1) Cut and hem a dish towel. (2) Make a pot holder. (3) Cut out and make a simple apron. (4) Cut out and make a Pancho. (5) Cut out and make a simple shift. (6) Cut out and make costumes for school programs. (7) Cut and make a tote bag. (8) Make a table cloth or napkins.

1. Pupil Activities to Develop Mathematical Concepts (cont.)	2. Pupil Activities to Develop Understanding of Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
(7) Learn first, second, and last. (8) Cut a piece of ribbon or material in half, thirds, or fourths. b. Develop concepts of measurement. (1) Measure the hem on an apron (in inches). (2) Measure a yard of material. (3) Measure twelve inches (a foot) of material. c. Develop concepts of time. (1) Assist in making daily schedule. (2) Complete an activity within the time block set. (3) Record time spent in making an apron. d. Develop concepts of money values. (1) Learn to identify and develop concept of penny, nickel, dime, quarter, half-dollar, one dollar, five dollars, ten dollars, and twenty dollars by using actual money. (2) Look at advertisements of clothing for the family. Compare prices in different advertisements. (3) Set up a play clothing store, mark prices on clothing, have a storekeeper to sell clothing, and make change. Class members will make purchases using play money. Use real clothes. (4) Purchase a pair of socks or a handkerchief at the department store with money earned at home.	e. Take a walking tour of neighborhood to observe what different workers wear. Discuss on return. (firemen, grocery clerks, druggists, waitresses, painters, carpenters, truck drivers, and nurses) f. Make an experience booklet, illustrated with pictures of suitable clothing for different occasions (school, party, picnic, home, church, travel, and theater). g. Observe a cotton plant, raw cotton, and finished cotton material. Discuss the use of cotton material in clothing. h. Observe pictures of sheep, samples of raw wool, and wool material. Cut out picture of clothing made from wool. i. Discuss the cotton industry and the wool industry in Texas. j. Plant cottonseed and watch the plants grow. k. Card raw cotton or raw wool.	i. List and discuss helpers in the community who are responsible for producing clothing. (1) Workers on cotton farms or sheep ranches (2) Workers in silk mills (3) Workers in rayon or nylon mills (4) Workers in clothing factories (5) Sales people in department stores (6) Workers in laundries and dry cleaning plants (7) Workers in shoe and boot factories (8) Shoe repairmen j. Practice folding blouses, shirts, skirts, and other garments. k. Invite a saleslady from the clothing department of a local store to explain the duties and qualifications of her job. l. Visit a local laundry or dry cleaning plant. m. Look in newspaper for job opportunities. Discuss necessary training, suitable dress for safety, attitude toward employer, completing assigned task, and arriving on time. n. Weave place mats. o. Knit house shoes, bags, or shell. p. Stitch burlap to make a wall hanging. q. Practice sewing on button or mending rip. r. Practice making a garment.

V. VOCABULARY

boots
buttons
clothes
coat
dress
hose
jacket
jeans
machine
material
scissors
needle
sew
sewing
shirt
shoes
socks
suit
thread
underwear
zipper

VI. EVALUATION

A. Did the pupil develop better coordination?

B. Did the pupil increase his tactile, visual, auditory, and vocal skills?

C. Did the pupil improve in his observance of health and safety rules?

D. Did the pupil learn to select clothing suitable to the occasion?

E. Did the pupil learn to select clothing of good quality?

F. Did the pupil learn to shop wisely?

G. Did the pupil improve his vocabulary?

H. Did the pupil learn to identify and spell new words?

I. Did the pupil expand his mathematical concepts and improve basic skills?

J. Did the pupil learn to tell time with greater accuracy?

K. Did the pupil learn to measure with a ruler, yard stick and tape measure?

L. Did the pupil learn to care for clothing?

M. Did the pupil learn to identify materials commonly used for clothing?

N. Did the pupil learn to thread and operate a sewing machine?

O. Did the pupil learn to do simple clothing repair?

P. Did the pupil learn to use a pattern and to cut out and sew a simple garment?

Q. Did the pupil develop skills in simple ironing?

R. Did the pupil acquire a knowledge of occupations related to the clothing industry?

VII. SUGGESTED AUDIO-VISUAL AIDS

A. Films (Available from the Education Service Center, Region XI)

L 108 Body Care and Grooming
S 663 Care of Hair and Nails
S 847 Choosing Clothes for Health
Q 243 The Clothes We Wear
S 126 Cotton
LK 325 Good Grooming

B. Filmstrips

See Media Catalog, Education Service Center.

C. Tapes

See Media Catalog.

D. Transparency Masters

28-2 Example of Badly Dressed and Well Dressed

VIII. SUGGESTED BOOKS FOR PUPILS

Gibson, Myra T. What Is Your Favorite, Grosset, 1965.

Hoffman, Peggy. Sew Easy, Dutton, 1956

Hoffman, Peggy. Sew Far, Sew Good, Dutton, 1958.

Japo, Frank. Nothing To Wear But Clothes, Dutton, 1953.

Lenski, Lois. Cotton in My Sack, Lippincott, 1949.

Myrich, Jean. Ninety-Nice Pockets, Latern Press, 1966.

Nighbert, Ester. The True Book of Cloth, Children's Press, 1955.

Podendorf, Illa. The True Book of Science Experiments, Children's Press, 1954.

Ramano, Louis G. and Nicholas P. This Is a Department Store, Follett, 1962.

Traveling in the Community

Unit VI

UNIT VI

TRAVELING IN THE COMMUNITY

(Suggested Time: 3 Weeks)

I. INTRODUCTION

This unit on travel is an extension of Unit VI, "Transportation," Educable Mentally Retarded, Level II.

This unit emphasizes the different modes of transportation available in the community. The activities provide for gross and fine muscle development and the development of sensory skills. Emphasis is placed on practicing desirable health and safety habits while traveling in the community. Personal and social adjustment is stressed in all areas. Practical activities are included to increase the pupil's awareness of everyday science. Activities are provided to teach the pupil practical mathematical concepts. The ability to read for safety and protection is introduced. Material is provided to assist the pupil in learning to respect and to protect public property. This unit gives the pupil an opportunity to become familiar with workers who provide and operate public transportation.

II. OBJECTIVES

A. To encourage the pupil to engage in activities that develop motor coordination as he moves around the community

B. To provide opportunity for the pupil to observe and take part in different activities available in the community such as swimming, baseball, sports, camping, and summer programs in parks or community club houses

C. To help the pupil learn and practice good health habits while traveling in the community

D. To assist the pupil in learning good safety habits to use while walking, riding a bicycle, riding in a car, or riding in a bus

E. To teach the pupil to read safety signs on streets, on highways, and at construction sites

F. To help the pupil acquire a knowledge of safety rules and laws that cover walking or riding in a bus, bicycle, or motorcycle.

G. To provide the opportunity for the pupil to know the sources of help available when traveling

H. To help the pupil develop proper attitudes toward persons who provide or are responsible for public transportation

I. To help the pupil develop respect for other passengers when riding public or school transportation

J. To assist the child in learning the importance of respecting public property such as street and highway signs, street and signal lights, meters, fire hydrants, fire signal boxes, and mail boxes

K. To help the child learn to relate to and communicate with strangers while traveling

L. To provide the pupil with the basic mathematical concepts so he is able to pay bus fare, buy a lunch, make a telephone call, and count change

M. To help the pupil learn to travel in the community

N. To arrange activities so the pupil may increase his knowledge of different modes of travel

O. To help the pupil develop a knowledge of the science about him every day

III. MOTIVATING ACTIVITIES

A. Take a walking tour in the neighborhood near the school.

B. Take a walking tour to the local service station or garage to observe the types of activities performed by workers.

C. List the different sounds heard while traveling.

D. Make a list of different odors detected on a walking tour of a park or truck depot.

E. Observe the street signs, safety signs, and signs designating a bus stop in the neighborhood.

F. Formulate health rules to practice while traveling.

G. Make a bulletin board displaying health articles used daily.

H. Formulate rules for safety to use while walking to school, to the supermarket, or in the neighborhood.

I. View films and filmstrips on health and travel safety.

J. List health and safety precautions to observe in crowds, on buses, on airplanes, and in cars.

K. Formulate a list of rules to promote safety in public places.

L. Take a tour of the neighborhood to note hazardous areas that should be avoided when playing or traveling to and from home.

M. List safety rules to follow when riding a bicycle or motorcycle.

N. View and discuss the film, "Dangerous Stranger."

O. Make a chart of replicas of highway safety signs.

P. Explore the neighborhood to observe the ways people travel.

Q. Tour a bus depot, train station, or airport.

R. Invite a pilot, bus driver, or taxi driver to visit class and relate his duties and responsibilities.

S. Develop a map of the neighborhood.

T. Display library books about transportation.

U. Display pictures of various modes of travel.

V. Develop a code of behavior to follow when traveling in a private car or in public transportation.

W. Display replicas of cars, airplanes, trains, buses, and rockets.

X. Identify the people who service, operate, and maintain vehicles used in public transportation.

Y. Identify workers who build and maintain highways and city streets.

Z. Paint a frieze showing the development of transportation or some specific phase of transportation.

IV. DEVELOPMENTAL GOALS FOR PUPILS

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Exercise to record ten minutes each day. (2) Play running games such as tag, all types of relays, and races. (3) Practice all steps of development on walking beam. (4) Tumble on mats. (5) Do pull-up on a bar. (6) Balance on a balance board. (7) Play musical chairs. (8) Listen to rhythm records and follow directions for activities. (9) Take a walking tour once a week. (10) Play softball. (11) Play kickball. (12) Play volleyball. (13) Make and walk on stilts. (14) Pantomime ways to travel: bicycle, car, bus, truck, airplane, and train. (15) March to record to develop good posture. (16) Play four square. (17) Throw bean bags at targets. (18) Race on a skate board, on skates, or on foot.	a. Develop taste, smell, and tactile senses. (1) Take a walking tour to a neighborhood park. (a) List the odors such as fragrance from flowers, trees, and shrubs, exhaust from cars or trucks, and odors that are characteristic of neighborhoods. (b) Observe and feel the textures and shapes of leaves, soil, and bark on trees. (c) Taste berries, fruit, or mint leaves. (2) Feel chrome, plastic, nylon, leather, and various metals used in vehicles. b. Develop visual skills. (1) View films and filmstrips about travel and transportation. (2) Stand on a busy street corner near school and list the types of vehicles passing in a given time. (3) Examine the display of transportation replicas in the room; identify color and size of vehicles. (4) Find hidden objects in pictures. c. Develop auditory skills. (1) Listen to sounds for several minutes with eyes closed. Describe the sounds heard. (2) Follow directions given for teacher prepared activities.	a. Develop health habits. (1) Formulate health rules to practice while traveling. (a) Wash hands often. (b) Drink only clean approved water. (c) Use sanitary restrooms if possible. (d) Get plenty of rest. (e) Wear washable, comfortable clothing. (f) Wear well fitted socks or hose and shoes; change often. (g) Protect hair, skin, and eyes from excessive sun, wind, or cold temperatures. (h) Avoid crowds when possible. (2) Formulate rules for eating when traveling. (a) Eat light, well-balanced meals. (b) Use care in purchasing from street vendors. (c) Be discrete in eating unfamiliar or exotic foods. (3) Demonstrate the need for proper care of food with an experiment using bread and fruit. (a) Compare food that has been refrigerated for 3-5 days with food that has not.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(19) Engage in games requiring direction such as turn right, turn left, stand up, sit down. b. Engage in activities using fine muscles. (1) Assemble picture puzzles of transportation. (2) Draw or paint pictures or friezes showing all types of transportation. (3) From magazines cut pictures of various types of public and private transportation. Mount them on bulletin board or paste in notebook. (4) Assemble models of cars, trucks, and planes. (5) Make a "litter bag" to use in the family car. (6) Engage in games using finger plays. (7) Make clay models of cars and trucks. (8) Pantomime the use of one object selected from a display of school supplies. Class will guess which one. (9) Cut silhouettes of cars, trucks, buses, and airplanes from cardboard. Arrange these as mobiles.	(3) Follow teacher or pupil instructions to play a game. (4) Listen to a pattern of beats on a drum or other instrument. Repeat the pattern. (5) Play "Gossip." (6) Listen to and carry out a sequence of three directions. d. Develop vocal skills. (1) Sing songs about traveling. (2) Imitate train sounds, horn sounds, or plane sounds; let other class members guess the sound. (3) Describe a field trip. (4) Describe a trip made by the family. (5) Describe the kinds of uniforms that transportation workers wear. e. Develop motor skills. (1) Take a walking tour. (2) Draw pictures of a family trip. (3) Make a frieze or collage.	(b) Compare food that has been protected with plastic for 3-5 days with food that has not. b. Develop safety habits. (1) Formulate safety rules to practice when walking. (2) Demonstrate on the school parking lot safety rules for riding bicycles. (3) Discuss safety rules when riding in family car or public transportation. (a) Use safety belts in car and airplanes. (b) Stay in seat when vehicle is in motion. (c) Keep arms and head inside vehicle. (d) Talk softly so the driver will not be distracted. (4) Take a walking tour to observe hazardous areas in the neighborhood that should be avoided. (5) Observe, discuss, and cut out pictures of workers who make traveling safe (policeman, school-crossing guards, railroad-crossing guards, safety patrol students, road builders, and highway patrolmen).

B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health and Social Adjustment	2. Pupil Activities to Develop Language Skills	3. Pupil Activities to Develop Reading Skills
a. Develop a code of behavior for traveling. (1) Be considerate of others. (2) Take turns. (3) Practice good manners. (4) Stay with own group. (5) Stay calm and contact proper adults if lost from group or family. (6) Practice good eating manners. b. Role play proper behavior in situations that occur when traveling. (1) Ordering a meal (2) Inquiring about the nearest playground (3) Asking directions for finding the city zoo (4) Using a public telephone (5) Inquiring about the nearest restroom facilities (6) Making introductions c. Discuss problems that might develop while traveling. Determine the proper solutions. (1) Missing the bus, airplane, or train (2) Losing purse, money, or ticket (3) Being bothered by a too friendly stranger on a bus, airplane, or train (4) Running out of gas when traveling with family	a. Develop oral language. (1) Develop and use unit vocabulary words adding one new word on travel each day. (2) Tell about experiences had while walking to school. (3) Tell about a family vacation trip using complete sentences. (4) Practice social conversation with peers, teachers, principal, and/or parents on a field trip. (5) Practice making a reservation for an airplane trip. (6) Role play a trip to the circus, super market, or airport. b. Develop written language. (1) Develop a map of the neighborhood on the bulletin board adding street names, safety signs, and location of pupils' homes as the unit progresses. (2) Practice cursive writing daily. (3) Copy experience stories into notebook. (a) Use capital letters at beginning of sentence and for proper names. (b) Understand and use suitable punctuation marks. (c) Practice copying a paragraph.	a. Develop word recognition skills. (1) Develop and illustrate a notebook of experience stories about different types of transportation available in the community. (2) Dictate an experience story about a trip to the airport or bus station. (3) Read an experience story about the trip to the airport or bus station from a chart. (4) Dictate and read rules to follow when riding on a bus. (5) Use flash cards depicting safety signs. (6) Cut out, mount, and label pictures of trucks, buses, taxis, trains, and cars. Make a scrapbook of them for library table. (7) Write a short experience story about a trip made by the family. (8) Look at travel folders about an amusement park or a state park; list the words that are familiar. b. Develop phonetic ability. (1) Display charts with pictures of buses, trains, trucks, cars, and airplanes. Practice differentiating between beginning and ending sounds. (2) Listen to phonic records and follow instructions given. (3) Listen to tapes about transportation.

1. Pupil Activities to Develop Mental Health and Social Adjustment (cont.)	2. Pupil Activities to Develop Language Skills (cont.)	3. Pupil Activities to Develop Reading Skills (cont.)
(5) Being offered a ride by a stranger (6) Being in an accident that involves another vehicle (7) Having a flat tire on bicycle, motorcycle, or car d. Observe pictures of people that show various reactions. Tell why people have these reactions and discuss how it is possible to exercise self-control when unhappy or angry. Display pictures of people displaying happiness, anger, lack of self-control, disappointment, and fear. e. Set up rules to follow when taking a class field trip. f. Develop a class skit dramatizing good social manners when traveling. (1) Making introductions (2) Respecting authority (3) Respecting public and private property (4) Respecting privacy of others (5) Being courteous to other people g. Develop a personality rating chart for self-evaluation as a traveler.	(4) Write a letter to a friend telling about a trip that was made. (5) Write a thank you letter to the persons responsible for a successful field trip. (6) Write a letter to an airport or other public transportation depot asking permission to tour the facility. c. Develop ability to spell. (1) Learn to recognize and write the alphabet both in and out of order. (2) Write full name, address, telephone number, and birth date on spelling paper daily. (3) Practice writing mother's and father's names. (4) Write name, telephone number, and address of person to call if emergency arises and parents cannot be reached. (5) Recognize classmates' names. (6) Recognize and spell words needed for safety and protection while traveling. (7) Develop a list of travel terms and learn to recognize and spell them. (8) Find travel words such as bus, car, and airplane in the dictionary. (9) Alphabetize travel words.	(4) Match beginning letters to pictures or words about cars, trucks, trains, airplanes, bicycles, skates, or skate boards. Use teacher-prepared materials. c. Develop comprehension. (1) Place four pictures of a boy going to school in sequence. (2) Listen to a short story and then tell it to the class in proper sequence. (3) Recall a trip to the bus station or airport. (4) Follow four instructions in order given such as, put on your coat, get your lunch, go down the west stairs, and get on the bus. Discuss what would result if one or more of the instructions were not followed. (5) Listen to a story on a record or tape. Tell the story to the class or a class of younger pupils. (6) Develop a class newsletter about trips classmates have made. Illustrate it with pupil drawings, camera pictures, or pictures cut from magazines about the places visited. (7) Visit the school library to find books on transportation. (8) Study books and travel folders concerning transportation. Make an oral report to the class on one of them.

C. Vocational Proficiencies

1. Pupil Activities to Develop Mathematical Concepts	2. Pupil Activities to Develop Understanding of Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
a. Improve basic skills. (1) Use a map of the neighborhood to review house numbers of pupils. (a) Name pupils who live near school and far from school. (b) Discuss direction of homes from school. (c) Using a map of the community play a game using concepts of up, down, across, next to, right, left, on top of, under, or over. (2) Count the blocks around the school. (3) Count trucks, buses, or cars parked around school. b. Develop concepts of measurement. (1) Report to class how many blocks it is from home to school. (2) With a pedometer, measure a walk around the room or around the school. (3) Take a field trip by bus or car. Record the mileage from school to destination. Multiply by two to get round-trip mileage. (4) Compare gallons and quarts. Discuss buying gasoline or oil for the car. c. Develop concepts of time. (1) Make a bulletin board showing class time schedule.	a. Practice being a good citizen at school to strengthen good citizenship when traveling in or out of the community. (1) Discuss the importance of being on time for school and field trips. (2) Formulate rules for behavior on a field trip. (3) Relate why it is important to obey all signs on trip such as stop, walk, keep right, keep off the grass, and quiet. List reasons on chalkboard. b. Learn to read city map. (1) Locate home on map. Draw a line from home to neighborhood store. (2) Find school on map and mark it. (3) Find city park on map. Trace the route from home to park. (4) Locate streets from school to bus terminal. (5) Review directions north, south, east, and west. c. Put a highway map of Texas on the bulletin board. Locate cities which the pupil has visited. Stick a pin with a colored head on the city or town identified. d. Discuss the distance of a city from Fort Worth. Tell how to get there by bus. Draw the route on the board. e. Determine the daily weather, then show how the weather affects traveling in the community.	a. Explore the neighborhood to observe how many ways people travel. Name the workers who provide services for traveling. (1) Traveling by car (a) Service station attendants (b) Automobile mechanics (c) Workers who maintain highways and safety signs (d) Auto accessory store operators (2) Traveling by bus Porter or maid, ticket agent, bus driver, baggage man, and mechanics (3) Traveling by airplane Ticket agent, pilot, control tower operator, stewardess, mechanic, ticket agents, baggage handler, and maintenance men b. Formulate a list of jobs available in transportation. (1) List and discuss qualifications to secure and hold a job, such as age, sex, and ability. (2) Discuss the need to follow instructions. (3) Observe the conduct of workers on the job as related to other workers and to the supervisor. (4) Discuss the importance of being on time to work.

1. Pupil Activities to Develop Mathematical Concepts (cont.)	2. Pupil Activities to Develop Understanding of Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
(2) Place small clock hands on the time the school bus starts rounds; then place hands at time bus arrives at school. Count the minutes spent on bus each day. Multiply by two to get time for round trip. (3) Observe and study bus, airplane, and train schedules to find out time of departure and arrival. Figure time enroute. (4) Call city bus company to get time schedule for neighborhood bus. (5) Make a time schedule for a tour of an airport. d. Develop concepts of money values. (1) Determine cash fare required to ride city bus. Use play or real money to determine the coin combinations that can be used to pay fare. (2) Inquire about the use of tokens for fare. Determine the amount of money that can be saved by using tokens. (3) Discuss how to obtain and use a bus card to ride to and from school. (4) Practice or pantomime making a reservation and buying a bus or airplane ticket using play money. (5) Plan field trip to the bus depot. (a) Investigate cost of fares to various cities. (b) Determine cost of food for a trip from Fort Worth to another city.	(1) Discuss how weather affects airplane travel, bus travel, or travel by car. (2) Explain how one could get to his destination by other means of transportation, if an airplane was grounded due to fog or ice. (3) Demonstrate the kind of clothes to wear on a trip in winter, spring, summer, or fall by cutting out pictures of clothing and mounting them on a chart. Group them by season. f. Make a class frieze of the different kinds of transportation available in the community. g. Make a litter bag to keep in car. h. Walk around the neighborhood; then role play riding a bus using chairs. (1) Get on the bus. (2) Pay the correct fare or be sure to get correct change. (3) Get a transfer if needed. (4) Hold up street signs so other pupils can practice getting off the bus at the right stop. i. Take a walking tour of the neighborhood to observe hazardous places to avoid such as areas under construction. Give reasons to avoid these places. j. View the film "Dangerous Stranger." Discuss how to act around strangers when traveling.	(5) Discuss the need to wear proper clothing on the job. c. Make and display model cars, trucks, buses, trains, and airplanes. d. Discuss how to keep the family car clean. e. Discuss ways of making extra money such as helping neighbor wash and clean car. f. Conduct a science experiment to show how wax and paint prevent rust on a car. Obtain two nails or pieces of metal. Paint one nail or piece of metal, then wax it. Leave another nail or piece of metal unprotected. Soak both pieces in water for one week. Observe the results. Relate this experiment to cars or bicycles that are unprotected by paint and/or wax. g. Learn the meaning of such terms as "change oil," "fill-it-up," "flat tire," "check battery," and "all-aboard." h. Paint pictures of workers observed at work after taking a trip to the airport. i. Make a chart listing the various jobs observed on field trips and the skills required to perform each job.

V. VOCABULARY

airplane
bicycle
bus
corner
go
map
men
motor bike
park
sign
skates
station
stop
street
traffic
train
travel
trip
walk
women
yield

VI. EVALUATION

A. Did the pupil improve his coordination skills?

B. Did the pupil improve his sense of smell, taste and feel?

C. Did the pupil further develop his visual and auditory skills?

D. Did the pupil improve his motor skills?

E. Did the pupil acquire and practice good health habits?

F. Did the pupil exhibit safe habits when skating, riding a bicycle, riding in a bus, or traveling in a car?

G. Did the pupil learn to identify highway signs?

H. Did the pupil achieve the ability to read street signs as he traveled around neighborhood?

I. Did the pupil learn to use a city or highway sign?

J. Did the pupil learn to travel around the community?

K. Did the pupil become aware of where he could get help when moving around the community?

L. Did the pupil develop proper respect for operators of public transportation?

M. Did the pupil show respect for public property?

N. Did the pupil learn traffic laws that are important for him to follow?

O. Did the pupil discover the vocational possibilities of transportation?

VII. SUGGESTED AUDIO-VISUAL AIDS

A. Films (Available from the Education Service Center, Region XI)

Q	257	Airplanes Work for Us
S	639	Bicycle Safety
S	994	The Calendar - Days, Weeks, Months
Q	476	City Bus Driver
S	785	Dangerous Stranger
S	12	Development of Transportation
RK	519	Flight of Apollo 7
K	192	I'm No Fool with a Bicycle
S	1028	A Monkey Tale - Bicycle Safety
LK	632	School Bus Patrol
LK	761	Stop, Look and Think
GK	213	Transportation - Footpath to Air Lane

B. Filmstrips

1. Encyclopaedia Britannica

8990 Going Downtown
8990 Going Places
8990 Going to the Country

2. Eye Gate

34 H Good Manners on the Street and Public Conveyances

VIII. SUGGESTED BOOKS FOR PUPILS

Bergaust, Erik. Our New Navy, Putman, 1962.

Evers, Alf. The Brave Little Steam Shovel, Wonder Books, 1951.

Gallico, Paul. The Day Jean Pierre Went Around the World, Doubleday, 1965.

Jackson, Kathryn. Pets Around the World, Silver, 1957.

Joslin, Sisyle. Pinkety, Pinkety, A Practical Guide for Wishing, Harcourt, 1966.

Kirtland, G. B. One Day in Aztec Mexico, Harcourt, 1963.

Lewellen, John. Moon, Sun, Stars, Children's Press, 1954.

McGovern, Ann. Why It's a Holiday, Random, 1960.

McNeil, Janet. The Mouse and the Mirage, Walch, 1966.

Perkins, Al. Doctor Dolittle and the Pirates, Random, 1968.

Pope, Billy N. and Ramona Ware Emmons. Your World: Let's Take an Airplane Trip, Taylor, 1966.

Rambeau, John and Nancy. Jim Forest and the Bandits, Wagner, 1959.

Rambeau, John and Nancy. Jim Forest and Ranger Don, Wagner, 1959.

Scarry, Patsy. Schools Around the World, Silver, 1957.

Sobal, Donald J. The First Book of Medieval Man, Franklin Watts, 1959.

Stockurm, Hilda Van. Mogo's Flute, Viking, 1966.

Wasserman, Selma and Jack. Sailor Jack's New Friend, Benefic, 1960.

Wasserman, Selma and Jack. Sailor Jack and Blue Bell, Benefic, 1960.

Woolley, Catherine. I Like Trains, Harper, 1965.

Zaffo, George J. The Giant Nursery Book of Travel Fun, Doubleday, 1965.

Communicating With Other People

Unit VII

UNIT VII

COMMUNICATING WITH OTHER PEOPLE

(Suggested Time: 3 Weeks)

I. INTRODUCTION

The ability to communicate with others is vitally important in everyday living; therefore, this unit contains material to help the pupil develop expressive and receptive language. Various methods of communication are explored. Activities to develop and strengthen physical, personal, and social competencies are included as well as activities to develop vocational proficiencies.

Even though the suggested time is three weeks, many of the activities included will be carried into other units.

This unit is an extension of Unit VII, "Communication," Educable Mentally Retarded, Level II.

II. OBJECTIVES

A. To provide activities for developing gross and fine muscles

B. To provide opportunities for improving sensory skills

C. To help pupils develop satisfactory health and safety habits

D. To provide opportunities for pupils to develop expressive and receptive language skills

E. To aid pupils in developing ability to give and receive directions

F. To provide activities for pupils to increase proficiency in cursive writing

G. To provide opportunities for pupils to improve listening skills

H. To help pupils increase in ability to achieve desirable personal and social habits in school, home, and community

I. To help pupils develop the ability to communicate with others

J. To assist pupils to increase their knowledge of different ways of communicating with others

K. To help pupils understand the importance of communication in daily living

L. To help pupils explore the vocational possibilities in the communications field

M. To make possible the pupils' learning the importance of courtesy when using telephone or other forms of communication

N. To develop in pupils proper habits and rules for speaking and listening through discussion and practice

O. To increase the ability of pupils to receive and carry messages

P. To help pupils select, care for, and use books

Q. To assist pupils in the proper use of the school library

R. To foster in the pupil an appreciation of various types of music

III. MOTIVATING ACTIVITIES

A. Provide games and activities that will develop coordination skills.

B. Play records and tapes that deal with communication.

C. Let pupils listen to the radio for daily weather forecast.

D. Borrow teletrainer unit from the telephone company to practice acceptable telephone manners and habits.

E. Provide a "walkie-talkie" in the classroom.

F. Have pupils write letters to health agencies requesting information or speakers to discuss importance of public health.

G. Have pupils write letters to local safety council asking for safety material or a safety demonstration on use of radios, televisions, and telephones.

H. Design and exhibit a bulletin board displaying radio, television, telephone, telegram, and letters.

I. Take a field trip to the telephone company, a television station, the local post office, telegraph office, or public library.

J. Invite postman, telegraph operator, radio announcer, librarian, or television repairman to explain his duties to the class.

K. Ask school librarian to review a book on some phase of communication.

L. Provide or have pupils bring newspapers or radio and television guides to examine and discuss suitable radio and television programs for daily listening and viewing.

M. Formulate rules for behavior when using the school library.

N. Visit the school library thirty minutes to an hour each week.

O. Have pupils demonstrate how the voice can show a wide range of emotions such as happiness, anger, sympathy, or fear.

P. Make tapes or records of various types of music.

Q. Take the pupils to a concert.

R. Visit the community library.

IV. DEVELOPMENTAL GOALS FOR PUPILS

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Take ten minutes of exercise each day to a record. (2) Do tumbling exercises on a mat. (3) Walk a balance beam. (a) Walk forward heel to toe with eye on target. (b) Walk backward heel to toe. (c) Walk sideways. (d) Walk forward heel to toe carrying a tray with a glass of water on it. (e) Walk forward and backward heel to toe with arms locked behind head. (4) Play baseball, volleyball, and kickball. (5) Play tetherball. (6) Run relays. (7) Place-kick soccer ball. (8) Play four square. (9) Jump one-two-three relay with tapes. (10) Run, walk, and crawl through an obstacle course. (11) Perform rhythms to records. (12) Play musical chairs. (13) Play and sing "Looby Loo."	a. Develop the taste, smell, and tactile senses. (1) Discuss the difference between the taste of a lemon and a lump of sugar. (2) Describe the taste of a watermelon. (3) Taste milk, bread, and butter. Describe the taste of each. (4) Smell a flower; then smell an onion. Describe the difference. (5) Feel a telephone, a book, a letter and describe the texture of each one. b. Develop visual skills. (1) Cut pictures from magazines or catalogs of telephones, televisions, radios, tape recorders, and record players. Mount on cards and use for sorting game. (2) Dial a telephone number. (3) Identify silhouettes of a telephone, radio, record, or book. (4) Study a group of objects that are used in communication. Describe one object such as "It is black; it rings." Call on a classmate to identify the object. c. Develop auditory skills. (1) Play a game by recalling something seen on the way to school as "On the way to school I saw the postman." Next pupil will repeat "On the way to school I saw a postman give a man a letter." Continue adding to the story until everyone in the circle has made a contribution.	a. Develop health habits. (1) Exercise regularly to record or participate in television exercises. (2) Invite school nurse to talk to class about practicing good health habits. (3) Make a chart showing symptoms of the common cold using drawings or pictures cut from catalogs or magazines. Label with legible printing. (4) Know name and telephone number of the family doctor. (5) Collect newspaper and magazine articles dealing with public health. Mount them on current event board or mount in notebook. (6) Discuss the relationship of good grooming to health. (7) Discuss ways to prevent the spread of disease. (8) Investigate community facilities provided by public health services. (9) Discuss method to follow to get a health card. (10) Role play summoning help in an emergency. (11) Write a short paragraph about precautions to take to avoid sunburn. b. Develop safety habits. (1) Make a survey of electrical hazards at home and school such as faulty appliances, worn out cords, broken outlets, and improper size fuses in fuse box.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(14) Balance on balance boards. b. Engage in activities using fine muscles. (1) Draw pictures of telephones, radios, televisions, and mail boxes. (2) Paint pictures of workers in the communications field. (3) Copy a letter or invitation from the chalk board. (4) Copy experience stories about the library from the chalkboard. (5) Cut out pictures of telephones, mail trucks, television sets, radios, or books. Mount and label. (6) Write name, address, telephone number, and parents' names. (7) Place in sequence a puzzle about a postman. (8) Mold a telephone out of clay or paper mâché. (9) Paste stamps in a stamp book. (10) Block print a design on note paper or greeting card. (11) Construct a telephone book of classmates' telephone numbers. (12) Build a model city and include telephone poles and lines, library, and television station.	(2) Close the eyes for one minute. Recall all the sounds that are heard. (3) Select a telephone number from several in a box. Repeat it audibly; then turn it over and repeat it from memory. d. Develop vocal skills. (1) Describe a television show that was viewed recently. (2) Review a story about communications. (3) Observe a picture. Choose an object in the picture that can be used for communicating with others. Describe the color, size, and relate the use of the object. (4) Role play an announcer on television. e. Develop motor skills. (1) Play a guessing game. Pantomime delivering mail, turning on and viewing television, writing a letter, and other related activities. (2) Listen to a rhythm record; let the music dictate how to move--fast, slow, jumping, hopping, sliding, or marching. (3) Build a television set and depict a story in drawings or in dramatization.	(2) Discuss the dangers of having an electric radio in the bathroom. (3) Make a chart or scrapbook of electric appliances used in communication and formulate safety rules for their use. (4) Conduct a science experiment to show how a fuse works. (5) Practice making an emergency call on teletrainer to police, doctor, hospital, or fire station. (6) Make an individual list of emergency numbers from telephone directory. (7) Make a survey of class members who were absent one day or more because of accidents. Discuss what caused the accidents and how the accidents could have been prevented. (8) Make a safety check list for the home. (9) Demonstrate safe use of record player, tape recorder, and filmstrip projector. (10) Discuss the importance of fire drills and duck-and-cover drills. (11) Conduct a science experiment by constructing a signal system with a bell, wire, and batteries.

B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health and Social Adjustment	2. Pupil Activities to Develop Language Skills	3. Pupil Activities to Develop Reading Skills
a. Study pictures of people with various facial expressions. Discuss how facial expressions and tone of voice indicate happiness, fear, anger, or sadness. b. Discuss the need to discuss one's grievances openly and freely in an acceptable manner. c. Plan a party for Level I pupils or pupils from another school. (1) Write or telephone invitations giving date, time, and place. (2) Plan refreshments and make favors. (3) Make a duty and time schedule. (4) Role play assigned tasks before day of party. d. Role play acceptable behavior on a field trip to a television station, newspaper plant, radio station, telephone company, public library, post office, and telegraph station. e. Formulate and practice rules for speaking and listening. (1) Observe the right for everyone to be heard. (2) Respect the ideas and opinions of others. (3) Take turns and avoid interruptions. f. Develop criteria for behavior at neighborhood newsstands or in stores.	a. Develop oral language. (1) Recognize functional words such as telephone, radio, television, letter, and stamp. (2) Make a chart or bulletin board containing pictures of communicating devices. Label each picture. (3) Recall a television program using adequate sentence structure. (4) Observe activities of communication workers on a field trip to the post office or telephone company. Describe one worker to classmates. (5) Develop and practice a procedure for answering the telephone. (6) Practice talking on the teletrainer to a classmate. (7) Practice taking and repeating simple telephone messages. b. Develop written language. (1) Practice writing name and address. Discuss the importance of using capital letters. (2) Dictate and copy an experience story about a field trip to the television station, newspaper office, or other communication center. Discuss capital letters and punctuation marks. (3) Write letters to the following. (a) A school nurse, custodian, principal, or other person who helped the class	a. Develop word recognition skills. (1) Develop and read an experience chart about the proper use of the telephone. (2) Make and read a chart about a radio program that the class enjoyed. (3) Write an experience story on the chalkboard about a class field trip. (4) Read labeled pictures on communications from class bulletin board. (5) Read rhyming words such as bell-tell; ring-sing; letter-better; stamp-lamp; book-look; call-fall; cost-lost; mail-pail; show-know. (6) Make and post a wall chart listing alphabetically the names of school personnel and their room numbers. Discuss the use of this chart when delivering messages to other rooms. (7) Play rhyming games using records. (8) Read and use the words in the vocabulary list in experience stories. b. Develop phonetic ability. (1) Use talking alphabet. (2) Listen to phonics records. (3) Use teacher-prepared sheets matching beginning sounds to pictures. (4) Use teacher-prepared sheets to learn alphabet.

1. Pupil Activities to Develop Mental Health and Social Adjustment (cont.)	2. Pupil Activities to Develop Language Skills (cont.)	3. Pupil Activities to Develop Reading Skills (cont.)
g. Tell which method of communication would be used to do each of the following. (1) Contact the fire department (2) Report a telephone that is out of order (3) Invite a friend to go to a movie (4) Invite friends to a birthday party (5) Sell a bicycle (6) Inform parents of school activity (7) Check a book out of library h. Plan individual activities. (1) Watch television. (2) Work a puzzle. (3) Knit shoes. (4) Enjoy books. i. Discuss group activities. (1) Attend movies. (2) Play ball. (3) Have a picnic. (4) Attend a school program.	(b) A friend, relative, classmate, or a pen pal (c) A c[illegible]y to obtain information or m[illegible]rials for class project (4) Practice cursive writing daily. (5) Address envelopes correctly. Discuss why the address and zip code number must be correct. c. Develop ability to spell. (1) Write name and address. (2) Make a list of words used in communicating with others. Write or place them in a notebook. (a) Compose sentences using these words. (b) Write experience stories with these words. (c) Practice spelling words from the list. (d) Label charts, bulletin boards, and pictures in notebook using words of communication. (3) Design and make a personal telephone book after examining a telephone directory. List names of friends, last names first in alphabetical order. Include address and telephone number.	c. Develop comprehension. (1) Listen to a story. Recall the activities in sequence. (2) Tell classmates about a television program or a movie in sequence. (3) Duplicate a class newspaper. (a) Examine magazines and newspapers to show the combined efforts of many workers. (b) Write class experience stories. (c) Illustrate stories with class drawings. (d) Share duplicated copies with parents, other classes, and pen pals. (4) Place pictures of a mailman delivering mail in sequence. (5) Examine a newspaper to obtain information. (a) Weather forecast (b) Radio and television schedules (c) Advertisements of appliances used in communication (d) Pictures related to communication (6) Organize a class library. Examine books for title page, table of contents, and page numbers.

C. Vocational Proficiencies

1. Pupil Activities to Develop Mathematical Concepts	2. Pupil Activities to Develop Understanding of Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
a. Improve basic skills. (1) Discuss proper addressing of mail and how it relates to fast delivery. Practice simple and complex sorting tasks to develop speed and accuracy. (a) Sort cards or envelopes according to color and size. (b) Sort cards that have classmates' names, addresses, and zip codes on them. (2) Count the following. (a) Pupils going on a field trip (b) Notes to be sent home (c) Books to be returned to library (Replace library cards if possible.) b. Develop concepts of measurement. Measure with a yardstick or tape the distance one should sit from a television set (three to five feet). c. Develop concepts of time. (1) Mail a letter in a mail box near school. Notice the time schedule for picking up mail. (2) Discuss when to use air mail instead of regular mail. (3) Decide when to mail letters by special delivery.	a. Visit the school office to observe the secretary or principal open mail. Ask them to explain the importance of mail in conducting school business. (1) Compare an envelope sent by regular mail with one by air mail. (2) Compare various sizes of mail. b. Invite someone from the telephone company to discuss the importance of the telephone at home, at school, and in business. (1) Identify the telephone ring, dial tone, and busy signal by using the teletrainer. (2) Read the instructions in the telephone directory for getting numbers not listed. (3) Practice long distance direct dialing on teletrainer. c. Make an alphabetical telephone directory for personal use or for parents to record often-used numbers. d. Visit the school library once a week. (1) Discuss rules for checking books in and out. (2) Discuss care of books. (3) Invite the school librarian to review a book on some phase of communication. e. Discover how weather can affect communications.	a. Observe the postman delivering mail in the neighborhood and discuss his job. (1) Describe how a postman is dressed. (2) Describe how he travels (walks or rides). (3) Discuss how mail travels by bus, train, truck, airplane, and boat. (4) Describe a mail truck. (5) Discuss the various designs of stamps. b. Observe telephone employees working in the neighborhood. (1) Describe their trucks. (2) Discuss why it is important to keep telephones in order. c. Take a field trip to the telephone office and tell how telephone operators help us. d. Make a telephone with two paper cups or two small cans connected by a piece of string. Pull string taut. Talk into one cup. Classmate listens on other end of string for sound. e. Visit a public library. (1) Search for books suitable for class. (2) Ask librarian to explain use of library and how to obtain library card.

1. Pupil Activities to Develop Mathematical Concepts (cont.)	2. Pupil Activities to Develop Understanding of Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
(4) Find the cost for a three minute long distance call to another town. Practice timing the calls using a three-minute timer. d. Develop concepts of money values. (1) Investigate the cost of daily and Sunday newspapers. (a) Develop oral and written problems on the cost per day, per week, per month of each paper. (b) Compare the costs of various papers. (2) Make a trip to the post office to mail a letter. Find out the cost of a stamp for first class, air mail, and special delivery. (a) Develop oral and written problems such as the cost of 5 six-cent stamps or 2 air mail stamps. Decide how many six-cent stamps can be bought with six dimes. (b) Observe the cost of stamps in a machine. Discuss the difference in cost of stamps in the machine and those purchased in the post office. (3) Compare the cost of various radios, television sets, tape recorders, records, record players, and/or tapes by reading newspapers and catalogs.	(1) Storms can blow down electric lines causing television, radios and other electrical equipment to be out of order. (2) Electric storms can cause power failure and stop presses so that newspapers are late. (3) Ice storms can cause power failure on telephone lines. (4) Floods can cause power failure to all electrical equipment. f. Study city map to discover location of public library, telephone company, television station, and radio station. g. Take a walking tour of the school neighborhood. Observe workers who make it possible to communicate with people (telephone lineman, telephone installer, shop manager, newsboy, postman, newspaper reporter, librarian, printer, telegraph messenger, artist). h. Attend a school or public concert.	f. Invite a newsboy to describe his duties (a member of the class, if possible). Discuss the skills and qualifications for this job. (1) Locates houses by street and number (2) Delivers papers on time (3) Collects and pays for his papers (4) Knows the customers on his route (5) Is courteous and reliable (6) Can make change (7) Keeps a record of payments g. Make potato or linoleum block-print designs on notepaper or greeting cards. h. Tour a television or radio station. Note the activity of workers who will never be seen on the program i. Make a television set from a box and roll of shelf paper or use puppets. Write a script for program. Include news, commercials, and experience story of interest. j. Examine a telegram. Discuss how telegrams are sent. Conduct a science project showing how tapping sounds are used to send messages. k. Examine "help wanted" advertisements in the newspaper. (1) Discuss using a building directory. (2) Find location of job on city map.

V. VOCABULARY

address
answer
bell
city
dial
ear
letter
mail
name
number
post
postman
post office
radio
speaker
stamp
state
telegram
telephone
television
wire

VI. EVALUATION

A. Did the pupil develop better coordination?

B. Did the pupil improve sensory skills of taste, touch, and smell?

C. Did the pupil expand his expressive and receptive language skills?

D. Did the pupil exhibit better health habits?

E. Did the pupil increase in knowledge of safe use of various media of communication?

F. Did the pupil improve his personal, social, and emotional habits at school, at home, and in the community?

G. Did the pupil increase in his ability to speak more clearly and effectively?

H. Did the pupil increase in his ability to give and follow instructions?

I. Did the pupil acquire the ability to take and deliver telephone messages?

J. Did the pupil develop good telephone manners and habits?

K. Did the pupil learn to write an acceptable invitation, thank you note, and letter?

L. Did the pupil learn to use the school library?

M. Did the pupil learn to appreciate various types of music?

VII. SUGGESTED AUDIO-VISUAL AIDS

A. Films (Available from the Education Service Center, Region XI)

Q 927 Animals and How They Communicate
GK 207 Communications and the Community
S 68 Development of Communication
S 820 How to Read Newspapers
LK 14 A Letter to Grandmother
LK 483 A Newspaper Serves Its Community
Q 427 Safety With Electricity
LK 761 Stop, Look, and Think

B. Filmstrips

Eye Gate

192 E One Rainy Day - Importance of Listening
192 H Please Is a Good Word

C. Tapes (Available from Education Service Center, Region XI)

VIII. SUGGESTED BOOKS FOR PUPILS

Berenstain, Stan and Jan. Inside, Outside, Upside Down, Random, 1968.

Bryan, Dorothy. Just Tommie, Dodd, 1961.

Buehr, Walter. The First Book of Machines, Watts, 1962.

Fischer, Hans. Pitschi, Harcourt, 1953.

Funk, Tom. I Read Signs, Holiday, 1962.

Greene, Carla. What Do They Do, Harper, 1965.

Hart, Jane. Let's Think About Time, Hart, 1965.

Hoffman, Elaine and Jane Hefflefinger. Help Us Who Work at Night, Children's Press, 1967.

Liberty, Gene. The First Book of Tools, Watts, 1960

Miner, Irene. The True Book of Communication, Children's Press, 1961.

Newman, Shirlee, and Diane Sherman. People Who Run Your City, Children's Press, 1963.

Vasiliu, Mircea. The Merry Wind, Day, 1967.

Vasiliu, Mircea. The Year Goes Around, Day, 1967.

Physical Fitness and Recreation

Unit VIII

UNIT VIII

PHYSICAL FITNESS AND RECREATION

(Suggested Time: 4 Weeks)

I. INTRODUCTION

As the Level III pupil grows and develops, a good physical fitness program is valuable and necessary. He usually reaches adolescence during this level which results in rapid physical growth. Poor coordination is evident because of this rapid growth. A strong physical fitness program will help him develop coordination and other physical competencies.

As the pupil reaches adolescence, recreation becomes an important part of his social life. This unit suggests activities that will develop the personal and social competencies of the pupil. Desirable physical, social, and personal competencies should aid the pupil in increasing his vocational proficiencies.

A pupil's ability to use his body skillfully in work and in play requires coordination. Skills learned in rhythmic activities, games, and stunts will help relieve pressure and provide for constructive use of leisure time. To be able to follow instructions skillfully will help lead to a satisfactory future.

This unit is a continuation of Unit VIII, "Recreation and Leisure," Educable Mentally Retarded, Level II.

II. OBJECTIVES

A. To develop in pupils coordination of gross and fine muscles

B. To provide activities to improve and develop sensory skills of taste, smell, and touch

C. To develop the visual and auditory skills of pupils to increase appreciation of physical environment

D. To provide physical fitness activities to develop motor skills

E. To help the pupil recognize the need to practice and follow good health habits in order to have a strong healthy body

F. To assist the pupil in formulating rules for safety in physical fitness activities

G. To promote good mental health

H. To provide opportunities for social adjustment

I. To assist the pupil in recognizing the importance of personal and social relationships

J. To help pupils become aware of the value of a physical fitness program

K. To examine with pupils the recreational facilities in the neighborhood, the community, and the state

L. To help the pupil explore the sources of entertainment available to him in the home

M. To help pupils learn the value of physical fitness and recreation in social activities

N. To make the pupil aware of the community helpers who provide physical fitness and recreation programs for the public

O. To help pupils develop worthwhile hobbies

P. To develop in pupils an appreciation for leisure time

Q. To encourage pupils to earn or save money for recreational purposes

III. MOTIVATING ACTIVITIES

A. Provide records for physical exercises and rhythms.

B. Provide activities using walking beams, pull-up bars, mats, balls, and bats.

C. Take a field trip to a city park or zoo.

D. Take a trip to the YMCA, YWCA, or Boys Club.

E. Have a physical education teacher or coach from a middle school demonstrate the importance of physical fitness.

F. Show films, filmstrips, and film loops about vacations, leisure time activities, or physical exercises.

G. Provide work sheets and/or workbooks that increase the awareness of good health and safety habits.

H. Plan a class picnic to a neighborhood park.

I. Provide activities that will develop into worthwhile hobbies.

J. Find ways to earn money for a movie, circus, or Casa Manana's Children's Playhouse.

K. Display a seasonal bulletin board.

L. Invite a parent, friend, or teacher to show slides or films of a vacation.

M. Provide opportunity to participate in May Day program.

N. Take a trip to a skating rink, miniature golf course, or a bowling alley.

IV. DEVELOPMENTAL GOALS FOR PUPILS

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Take ten minutes of exercises to records each day. (2) Walk a walking beam heel to toe, backward toe to heel, to the side, and forward carrying a tray with a glass of water on it. (3) Bowl at the bowling alley. (4) Play tetherball, shuffleboard, softball, kickball, dodgeball, and volleyball. (5) Engage in the President's Physical Fitness Program. (6) Play four square. (7) Do rhythms to records such as "The American Indian Dance." (8) Run three-legged races, potato races, and relays. (9) Play table tennis or ping-pong. (10) Balance on a balance board. (11) Tumble on a mat. (12) Do square dances. b. Engage in activities using fine muscles. (1) Work on hobbies. (a) Collect stamps. (b) Mount postcards in a scrapbook. (c) Make models of cars or airplanes.	a. Develop the taste, smell, and tactile senses. (1) Make and eat popcorn. (2) Make and eat fudge. (3) Make and serve punch at a party. (4) Shell, roast, and eat peanuts. (5) Take a walking tour; describe odors and textures of flowers, bark, and leaves of trees. (6) Taste, feel, and smell fresh mint. b. Develop visual skills. (1) Visit an art or science museum. (2) Look at a picture of children playing on a playground; turn picture over; recall as many details as possible. (3) Look at a row of small objects. Juggle them, then put them back in original order. (4) Take three or four small toys from a box of toys. Put them back in the box, then take them out in the same order. (5) Put parquetry blocks in a design. c. Develop auditory skills. (1) Listen and sing to concept records. (2) Listen for bird calls when taking a walking tour. (3) Listen to a story about a trip or vacation.	a. Develop health habits. (1) Formulate a list of activities that will build strong bodies. (2) Perform such stunts as tumbling, walking a beam, crawling under classmates, and making a bridge of bodies of classmates. (3) Make a list of benefits gained from exercise. (a) Builds strong muscles (b) Develops skills (c) Promotes body growth (d) Stimulates appetite (e) Controls weight (4) Identify and play games that will strengthen muscles such as softball, tetherball, and kickball. (5) Invite a coach or physical education teacher to discuss the purposes and value of the President's Physical Fitness Program. (6) Discuss and demonstrate how to avoid body chilling after vigorous exercise. (7) Discuss the importance of sleep and rest: builds strong bodies and promotes a feeling of well-being. (8) Discuss why we avoid vigorous games before meals or at bedtime. (9) Conduct a posture contest.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(d) Do decoupage pictures. (e) Cut and make a bean bag. (f) Make bases for kickball or softball. (2) Play games such as Old Maid, dominoes, checkers, or lotto. (3) Paint or draw pictures of a vacation the family is planning. (4) Finger paint covers for a notebook. (5) Knit a headband. (6) Knit house shoes. (7) Assemble puzzles or sequence pictures of parks, playgrounds, or seashore. (8) Collect seeds on a field trip. Make a seed picture. (9) Build objects from tinker-toys, rig-a-jigs, and logs. (10) Make wire figures, demonstrating different positions in sports.	(4) Listen to a story about a ball game. Recall the story. (5) Listen to sounds produced by rhythm instruments. Attempt to make the same sounds on instruments. d. Develop vocal skills. (1) Sing songs about work and play. (2) Tell about experiences on a family vacation. (3) Recall a story about a trip or a vacation. (4) Look at a picture of a playground, identify everything in the picture that one can ride or that one can climb. (5) Open a sports catalog, describe what is on the page, the color of the object, and its use. e. Develop motor skills. (1) Pantomime playing ball. Have classmates guess what type. (2) Draw an object from a box such as a ball, small rope, picture show ticket, ball of yarn. Pantomime how it would be used. (3) Trace shapes as squares, circles, etc., in the air.	(10) Participate in vigorous outdoor exercise at appropriate time. (11) Discuss the importance of a physical examination at least once a year. b. Develop safety habits. (1) Make a bulletin board or chart showing bicycle safety. (2) Formulate safety rules to follow on playground. (3) Keep a record of playground accidents. Discuss how they could have been avoided. (4) Discuss safe places to play at home, at school, and in the community. (5) Visit a public park or recreation center to observe the playground equipment. Discuss the safe use of this equipment. (6) Avoid playing with matches, hot water, electricity, and sharp objects. (7) Invite a fireman to demonstrate safe use of electrical equipment such as electric trains, electric popcorn popper, electric fans, and electric hair dryers. (8) Make a chart of poisonous plants showing name, picture, and antidote. (9) Discuss the duties of a lifeguard. (10) Write safety rules to follow when hiking, camping, swimming, boating, fishing, or playing ball.

B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health and Social Adjustment	2. Pupil Activities to Develop Language Skills	3. Pupil Activities to Develop Reading Skills
a. Assume responsibility of working, playing, and sharing with others. b. Dramatize a situation in which family members are having fun at a picnic, at a ball game, or at a circus. c. Develop a chart of courtesies that can be practiced in work or play. (1) Respect property and rights of others (2) Team work in games (3) Have consideration for others d. Discuss courtesy in public places. (1) Behavior at recess and in physical education class (2) Conduct at school games or activities (3) Behavior on a field trip e. Formulate rules for getting acquainted with new friends. f. Develop an interest in wholesome recreational activities such as bowling, baseball, and swimming. g. Discuss attitudes toward social conduct at a school or community recreation center. h. Discuss why recreational activities are important to our physical, mental, and social development. (1) Develop healthy bodies (2) Acquire habits of getting along with others (3) Gives a sense of accomplishment	a. Develop oral language. (1) Use complete sentences to tell about a trip to an amusement park, the circus, the museum of science or art. (2) Relate experiences at a local movie theater, a ball game, or an amusement park. (3) Observe a picture of a playground, turn the picture over in one minute. Recall as many things in the picture as possible. (4) Using a puppet, tell about a trip, a play, or other activity. b. Develop written language. (1) Write name, address, telephone number and parents' names. (2) Practice filling out an application blank for work or insurance. (3) Write a story about a trip to the museum. (a) Discuss the use of capital letters at beginning of sentences and for proper names. (b) Discuss the use of punctuation marks such as a period, question mark, comma, and quotation marks. (4) Write a letter to a friend or relative inviting them for a visit. (5) Make a list of vocabulary words in a booklet on physical fitness and recreation.	a. Develop word recognition skills. (1) Recognize signs found in parks and public places. (a) Restrooms: Men-Women, Ladies-Gentlemen, His-Hers, Girls-Boys (b) Keep Off the Grass (c) Don't Be a "Litter-Bug" (d) First Aid (e) Refreshment Stand (f) Don't Feed the Animals (g) Stay Behind This Line (2) Complete teacher-prepared exercises matching words to pictures of recreational facilities. (3) Practice using rhyming words such as knit-sit; read-bead; zoo-too; time-dime; hobby-lobby; play-day; pet-set; park-lark; club-tub. (4) Recognize prefixes used in words such as unafraid, preschool, unasked, and ultrasensitive. (5) Recognize suffixes such as found in neatness, faster, lovely, and careless. b. Develop phonetic ability. (1) Practice recognition of gross beginning sounds in words like playground, television, and library.

1. Pupil Activities to Develop Mental Health and Social Adjustment (cont.)	2. Pupil Activities to Develop Language Skills (cont.)	3. Pupil Activities to Develop Reading Skills (cont.)
i. Take turns using play equipment; use it safely and correctly; and return it to proper place; clean up play area. j. Discuss games to play alone or with someone. k. Choose team members for an activity such as a game, a clean-up group, or a committee to store play equipment.	c. Develop ability to spell. (1) Make a list of games, parks, and other recreational facilities in alphabetical order. (2) Practice recognizing and spelling names of classmates, teachers, principal, and school secretary. (3) Make a vocabulary list of words needed for physical fitness and recreation, compile it into a spelling booklet for the unit. (4) Make a picture dictionary of "things to do for fun" and label each picture. (5) Find small words in such longer words as swing (win, wing, in), park (ark), golf (go), and baseball (base, as, all, ball).	(2) Match alphabet letters to pictures by beginning sounds. (3) Match pictures that have the same final sound such as a picture of a lark to a park; picture of a jar to picture of a car; a picture of a bus to a picture of the sign, plus. (4) Complete teacher-prepared sheets matching letters of the alphabet to the drawings. (5) Compile an alphabet book from a to z. Cut pictures from magazines or catalogs for each page. (6) Use the "Talking Alphabet." c. Develop comprehension. (1) Develop an experience story about a walking tour in the neighborhood park. (2) Develop a booklet with stories about class hobbies. (3) Develop stories about pets, their care, and their usefulness. (4) Write stories about recreational activities at home. (5) Develop an experience chart of rules on being a good sport, ability to face a disappointment, ability to take turns, and ability to follow instructions. (6) Make an experience chart of the leisure time activities available in the room to be enjoyed when class work is completed.

C. Vocational Proficiencies

1. Pupil Activities to Develop Mathematical Concepts	2. Pupil Activities to Develop Understanding of Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
a. Improve basic skills. (1) Plan an excursion to the park at the end of school. Include in plans number of students attending, size of bus needed, amount of bus fare, and cost of lunch and any admissions. (2) Review concepts of large-small, big-little, raise-lower, up-down, and others by observing activities on a walking tour. Birds fly up and down; cars are big and little; a flag is raised and lowered. (3) Count such things as number of children on bus, in class, or to be served refreshments; tickets to buy; lunches needed; notes to take home; and invitations or thank you letters to write. b. Develop concepts of measurement. (1) Measure a playing field for a softball game or relay race. (2) Measure height of chairs and desks for inventory. (3) Measure and compare growth in height since first of year. (4) Measure ingredients and mix punch to take on picnic or for a class party. c. Develop concepts of time. (1) Develop a schedule showing time and date of field trips to be taken. (2) Develop a schedule showing time and date of ball games to be played with other classes.	a. Take a walk through the neighborhood to look for places that can be used for recreation such as a park, a baseball diamond on the school ground, a swimming pool, or a hobby shop. b. Visit the nearest recreation center. Investigate activities offered after school and in the summer. c. Locate the nearest swimming pool. Find out when swimming lessons are taught. d. Practice reading signs found in parks and public places. e. List activities that might be substituted for watching television or listening to records and radio. f. Discuss the effect of daily weather on the following. (1) Making a field trip (2) Choosing suitable clothing to wear (3) Participating in games and activities g. Formulate rules for care of pets. h. Discuss the difference in care and feeding of zoo animals and pets. i. Observe types of plants and trees seen on field trip. j. Plant bean seeds. Keep some wet in a dark place, some wet in a sunny window and some dry in a sunny window. After three weeks compare the difference in growth. k. Discuss criteria for being a good citizen when making a field trip, playing a game, or taking a trip with family members.	a. Plan a party. Role play greeting guests, making them comfortable, serving refreshments, and telling them good-bye. b. Identify groups and individuals that provide physical fitness and recreational programs. Tell how each one helps. (1) Directors and others in boys club programs (2) Managers and lifeguards at swimming pools (3) Policemen and firemen who direct safety activities (4) Pet shop owners (5) Hobby shop owners (6) Coaches provided by youth groups (7) Performers such as musicians or television and movie actors c. Recall a trip to the zoo or amusement park. Identify the people who were working there. (1) Cashiers selling tickets or taking money (2) Ticket takers (3) Ushers (4) Operators of rides (5) Refreshment and vending stand operators (6) Employees feeding and caring for animals.

1. Pupil Activities to Develop Mathematical Concepts (cont.)	2. Pupil Activities to Develop Understanding of Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
(3) Make a time schedule of favorite radio and television programs using daily newspaper. (4) Keep a chart for a week showing hours of sleep each night. At end of week determine number of hours of sleep obtained for a week. (5) Plan vacations using calendar. d. Develop concepts of money values. (1) Refer to catalog and find the cost of sports equipment. Find the amount it would cost to purchase a softball, glove and bat; a volleyball and net; swimming trunks or suit, beach towels, and bathing caps. (2) Find out the admission to movie theater, an amusement park, amusement park rides, miniature golf, and other recreational facilities. (3) Make and sell candy or cookies. Keep records on cost of ingredients, number of sacks filled, number of sacks sold, amount of money collected, and amount of profit. (4) Discuss and list articles that are taxed by the city and by the state. (5) Discuss foods that can be purchased at parks or movies. List on the chalkboard and put prices by each item.	(1) Obey the rules. (2) Be courteous to others. (3) Respect authority. (4) Be friendly. (5) Care for public facilities. l. Look at a map of the city. Locate city parks, zoo, museums, downtown, amusement parks, Boys Clubs, YMCA or YWCA, and camps. m. Make a salt map of a city park on a sand table or other surface. Use miniature figures and toy play equipment.	d. Develop short stories about jobs that people do which the class could and would like to do. e. Discuss the difference among articles and foods sold by vendors at amusement parks, zoos, and museums. f. Discuss behavior at a camping facility for boys and girls. (1) Follow the rules of the camp. (2) Wear suitable clothes for each activity. (3) Obey water safety rules set by camp counselors. (4) Attempt to perform all craft activities. (5) Respect authority of camp counselors. (6) Follow health and safety precautions. (7) Be friendly to other campers. g. Have a clothes line display of pictures drawn or painted of zoo animals. h. Put on a puppet show for another class about a field trip making puppets and stage. i. Make collages of material collected on a walking trip. j. Make animals using paper sculpture. k. Make seed pictures from seeds collected on a field trip to the park.

V. VOCABULARY

animals	game	play
ball	health	picnic
bat	hobby	run
beauty	jump	rules
climb	movie	safety
exercise	muscle	strong
follow	park	zoo

VI. EVALUATION

A. Did the pupil exhibit better coordination?

B. Did the pupil improve in his sensory skills of taste, smell, and touch?

C. Did the pupil show improvement in visual and auditory skills?

D. Did the pupil improve his physical fitness?

E. Did the pupil acquire and improve health habits?

F. Did the pupil understand the need to practice desirable safety habits?

G. Did the pupil acquire social skills among his peers?

H. Did the pupil take an active part in the physical fitness program?

I. Did the pupil become familiar with the recreational facilities in the community?

J. Did the pupil begin to develop an interest in at least one hobby?

K. Did the pupil develop appreciation and make better use of leisure time?

L. Did the pupil discover new recreational activities in the home?

M. Did the pupil extend his reading, spelling, and mathematics skills?

VII. SUGGESTED AUDIO-VISUAL AIDS

A. Films (Available from the Education Service Center, Region XI)

L	157	Circus Day in Our Town
S	900	Clyde Beatty's Animal Thrills
L	635	Exercise Can Be Fun
S	312	Here Comes the Circus
Q	214	I'm No Fool Having Fun
Q	212	I'm No Fool in Water
LK	109	On Guard for Safety
LK	748	Physical Education in Elementary Schools
SK	271	Playground Safety (2nd Ed.)
S	101	Posture and Exercise
GK	7069	Safety on the Street (2nd Ed.)
Q	427	Safety With Electricity
K	330	Sundays in the Valley of Mexico
Q	406	Your Sleep and Rest

B. Filmstrips

1. Eye Gate Filmstrips

192 F	Jim Learns Responsibility
192 D	Lucy Learns to Share
192 E	One Rainy Day
192 G	Tony's Summer Vacation

2. Our Manners Series, Young American Films, Inc.

Manners at Home
Manners in Public
Manners in School
Manners When Visiting

VII.. SUGGESTED BOOKS FOR PUPILS

Baun, Arline. One Bright Monday Morning, Random, 1962.

Beim, Lorraine. Two Is a Team, Harcourt, 1945.

Brandon, Frances S. Rosie the Rock Hound, Abingdon, 1963.

Chandler, Edna Walker. Cowboy Sam and the Rodeo, Beckley, n.d.

Cohen, Miriam. Will I Have a Friend, Macmillan, 1967.

Harmer, Mabel. The True Book of Circus, Children's Press, 1955.

Low, Alice. Summer, Random, 1963

McCall, Edith S. The Buttons at the Soap Box Derby, Benefic, 1961.

McCall, Edith S. The Buttons at the Zoo, Benefic, 1960.

McCall, Edith S. The Buttons Go Camping, Benefic, 1961.

McGinley, Phillis. All Around Town, Lippincott, 1948.

Tressett, Alvin. White Snow, Bright Snow, Lathrop, 1947.

Seasons and Holidays

Unit IX

UNIT IX

SEASONS AND HOLIDAYS

(Suggested Time: 4 Weeks as Applicable)

I. INTRODUCTION

This unit on seasons and holidays should be used throughout the school year as applicable. The type of observances will be done to fit the individual classroom situation. Special days and holidays observed in this community are listed below. There may be other special days the teacher would like to call attention to that may have been overlooked such as special observances in individual schools and/or neighborhoods.

A. Pupil's Birthday
B. Halloween
C. Columbus Day
D. Veteran's Day
E. Circus
F. Thanksgiving
G. Christmas
H. New Year's Day
I. Fat Stock Show and Rodeo
J. Abraham Lincoln's Birthday
K. Saint Valentine's Day
L. George Washington's Birthday
M. Texas Independence Day
N. Spring Vacation
O. San Jacinto Day
P. Mother's Day
Q. Father's Day
R. National Independence Day

II. OBJECTIVES

A. To help the pupil develop coordination by engaging in activities that develop fine and gross muscles

3

B. To assist the pupil in increasing the sensory skills of taste, touch, and smell

C. To help pupils learn the importance of practicing good health habits during holiday stress and excitement

D. To stress with pupils the need of practicing safety on all special occasions

E. To help the pupil distinguish between reality and fantasy

F. To assist the pupil in understanding the importance of seasons and holidays in everyday living

G. To encourage the pupils to express themselves through oral and written language

H. To provide opportunities for the pupil to increase his vocabulary

I. To assist the pupil in learning mathematical concepts

J. To help the pupil grow in his understanding of patriotic observances, practices, and customs in the local community and in the nation

K. To help the pupil learn the reason for celebrating various seasonal observances and holidays

L. To help the pupil develop patriotism as a contributing citizen

M. To assist pupils in learning about seasonal jobs that are available

III. MOTIVATING ACTIVITIES

A. Provide records, games, and songs about different holidays and seasons.

B. Provide tasting, smelling, and feeling experiences for birthdays, seasonal activities, and holidays.

C. Exhibit bulletin boards representing seasons and holidays.

D. Plan parties for birthdays, holidays, and special occasions.

E. Put on a seasonal play for the school or another class.

F. Demonstrate and make ornaments for a Christmas tree.

G. Provide added health and safety activities to be practiced during holiday seasons.

H. Make candy, rolls, punch, and popcorn.

I. Furnish model sailing ships to be put together.

J. Supply materials to make gifts for parents.

K. Make a diorama of a rodeo, skating party, first Thanksgiving, or Halloween party.

L. Plan field trips in the neighborhood and out of the neighborhood.

IV. DEVELOPMENTAL GOALS FOR PUPILS

A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
a. Engage in activities using gross muscles. (1) Take ten minutes of exercise daily to a record. (2) Bob for apples at Halloween. (3) Attempt to bite an apple hung on a string with hands behind back. (4) Pin the tail on a donkey. (5) Pin a stem on a pumpkin. (6) Perform a rhythm for May Day. (7) Trim a Christmas tree. (8) *Play "Wild Horse Round Up." (9) *Play "Old Witch and Her Broom." (10) *Engage in "Hit the Snow Man." (11) *Perform "You Are My Valentine." (12) *Have a "Bunny Relay." (13) *Play "What Flower Am I." b. Engage in activities using fine muscles. (1) Carve jack-o-lanterns from pumpkins. (2) *Play "Thanksgiving Relay." (3) Cut out and paste pictures of circus people and paraphenalia. (4) Make holiday or special day gifts for parents or members of the family. (a) Decoupage pictures (b) Plaster-of-Paris figures or ash trays	a. Develop the taste, smell, and tactile senses. (1) String popcorn. (2) Make a cherry or pumpkin pie. (3) Make hot spiced tea. (4) Make popcorn balls. (5) Make fudge. (6) Prepare, bake, and serve cookies. (7) Make candy Easter eggs. b. Develop visual skills. (1) *Play "Christmas Tree." (2) *Form two teams. Each team will attempt to put the letters spelling "George Washington" together first. (3) Collect fall leaves; press and mount them on note or greeting cards. (4) Paste pressed leaves on an art sheet. Add crayon marks to make turkey, bird, tree, or other creative design. c. Develop auditory skills. (1) *Play "Gobble, Gobble, Gobble." (2) Enjoy holiday records. (3) Listen to sounds of bells, drums, and horns on tapes.	a. Develop health habits. (1) Discuss the following health "pointers" for holidays. (a) Wear appropriate clothing for the season. (b) Eat sweets sparingly, preferably after meals. (c) Eat balanced meals, especially during periods of excitement. (d) Play out-of-doors as much as possible. (e) Get plenty of rest. (2) Discuss proper use of leisure time in relation to health. (3) Practice good daily health habits during holidays or vacations. (a) Brush teeth regularly. (b) Bathe daily. (c) Change clothes daily. (d) Keep hair neat. (4) Make a seasonal bulletin board showing proper clothing to wear. (5) Use care in eating fruit, berries, or nuts found in picnic area or woods. (6) Wash any fruit or berries purchased from vendors before eating to remove dust and/or insecticide that might be on them.

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
(c) Holiday placemats (d) Heart-shaped pin cushions (e) Sculptured paper animals (f) Belts (g) Tree ornaments (h) An apron (i) Pins and ear screws from paper mâché (j) Valentine sacks (k) Turkeys, pumpkins, trees, and valentines from paper mâché	(4) Play an "add-to-sentence" game about Christmas toys. First player will say, "I received a bicycle for Christmas"; second player will say, I received a bicycle and a dress for Christmas." Each player will repeat everything that has been said and add one more article. Colors and zoo animals can be substituted for toys. d. Develop vocal skills. (1) *Sing and play "Christmas Day in the Morning." (2) Sing popular holiday and season songs. (3) Listen to stories about the circus, Thanksgiving, Christmas, St. Patrick's Day, or Valentine. (4) Participate in a choral reading group for a holiday program. e. Develop motor skills. (1) *Play "Witches and Goblins." (2) *Engage in "Turkey Shoot." (3) *Play "Toy Relay." (4) *Perform "You Are My Valentine." (5) Wrap and decorate gifts. (6) Take a nature walk observing and collecting leaves, acorns, and seeds.	b. Develop safety habits. (1) Discuss care and proper use of toys. (2) Discuss the need to wear white at night, especially during holiday seasons. (3) Discuss the use and care of electrical appliances according to instructions (corn poppers, hot plates, electric frying pans, electric machines, jig saws). (4) Listen to stories of fire hazards at Halloween, at Christmas, and at camp outs. (5) Discuss the safe use of television and radio. (6) Practice safety on the playground when playing games or ball. (7) Discuss and practice fire drills and duck-and-cover drills. (8) Formulate rules for safe swimming. (9) Discuss vacation safety while boating, camping, or hiking. (10) Practice safety in community play areas. (11) Discuss precautions to be taken at the zoo or the circus when near animals. (12) Check tree lights for safety features. (13) Discuss rules for safe disposal of trash and garbage when on a picnic, on a camp out, or at home.

*Refer to Physical Education in the Elementary School, Curriculum Bulletin No. 201.1, pages 129-140.

B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health and Social Adjustment	2. Pupil Activities to Develop Language Skills	3. Pupil Activities to Develop Reading Skills
a. Sing "Happy Birthday" to classmates on their birthday. b. Discuss manners to be practiced at a birthday party. c. Give reasons for giving gifts on special occasions such as birthdays, Christmas, Mother's Day, or Father's Day. d. Discuss manners to be practiced at a circus or other public gathering. e. Role play a clown f. List things to be thankful for. g. Tell about friends who are appreciated. h. Discuss circus people, actors, and others who must move about the country to work. Give arguments for and against this type of living. i. Plan and give a birthday, Christmas, Easter, or Valentine Party. Make favors, refreshments, and decorations. j. Discuss ways to make others happy. (1) Washing the dishes for mother (2) Cutting the grass or washing the car for father (3) Doing a brother's or sister's job cheerfully if they are ill or cannot perform the task for some reason (4) Helping a neighbor who is old or sick k. Plan an Easter egg hunt for a group of preschool or kindergarten children.	a. Develop oral language. (1) Tell the class how the family celebrated a particular holiday. (2) Discuss a trip to the rodeo. (3) Listen to holiday stories and tell which holiday you like best. (4) Discuss Valentine symbols--heart, cupid, arrow, and lace. (5) Tell about a trip to the circus. (6) Use teletrainer to invite someone to a party. (7) Role play inviting the principal to a party. b. Develop written language. (1) Write a thank you note to circus sponsors. (2) Write a thank you note to room mothers for parties provided the class. (3) Write poems, greetings, or jingles for different occasions. (4) Write names of pupils in class on gifts, valentines, or cards. (5) Write stories related to a holiday. (6) Label pictures of different holidays and special occasions. (7) Write experience charts of different experiences in class, at home, or during a certain holiday.	a. Develop word recognition skills. (1) Display festive cut outs appropriate to the season and match to words. (2) Match words from the vocabulary list with pictures of special occasion or holiday. (3) Use words from the vocabulary list to fill in blanks in stories about holidays or occasions. (4) List words which rhyme (bell-tell, tree-see, egg-leg). (5) Give a word and answer with an opposite as up-down, happy-sad, hot-cold. (6) Develop a make-belief story using words in relation to season or word list. (7) Find and mark words within compound words. b. Develop phonetic ability. (1) Underline the letters that begin the same in a story related to a special holiday or occasion. (2) Use each letter of a word as the beginning letter to make new words (C-H-R-I-S-T-M-A-S). (3) Make rhymes from words pertaining to the season or holiday. (4) Ask a riddle and give the beginning sound of the answer.

1. Pupil Activities to Develop Mental Health and Social Adjustment (cont.)	2. Pupil Activities to Develop Language Skills (cont.)	3. Pupil Activities to Develop Reading Skills (cont.)
l. View the filmstrip, "Manners in Public." m. Make a May basket and take it to a friend. n. Make tray favors for hospital patients. o. Take a small child to "Trick or Treat." p. Take class assignments to ill or injured classmate. q. Write a letter to a friend, classmate, or relative. r. Make a centerpiece for the family.	c. Develop ability to spell. (1) Spell the words appropriate and necessary for a special occasion or holiday. (2) Spell names of pupils in class and school personnel. (3) Spell the names of parents and siblings. (4) Build a story around the spelling words. (5) Have spell down or relays related to an occasion or holiday. (6) Make spelling notebooks decorated according to the season or holiday.	(5) Do choral readings on holidays or special occasions. (6) From special stories find the words that sound the same. (7) Dictate a poem or story. Notice the endings of words. Say them together. Make another word with the same ending. (8) Mark the blends in a story from the board (ch, bl, fl, br). c. Develop comprehension. (1) Write experience stories about seasons and holidays. (2) Dictate chart stories about holidays and special occasions. (3) Read a story on a special holiday or occasion. Retell the story to the class. (4) Read a story about a particular holiday or occasion. Illustrate the story with pictures and relate it to the class in sequential order. (5) Make a chart on the ways different people celebrate holidays such as Christmas, Easter, and New Year. (6) Dramatize a portion of a story. (7) Read only the funniest part of a story to the class.

C. Vocational Proficiencies

1. Pupil Activities to Develop Mathematical Concepts	2. Pupil Activities to Develop Understanding of Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
a. Improve basic skills. (1) Count out material needed for each activity for each pupil. (2) Play games to increase skills of counting, adding, or subtracting. (3) Make a calendar for the month and mark the special holidays or occasions. (4) Plant seeds from a pumpkin and chart the growing time. (5) Count days until vacation on calendar. (6) Count the animals or clowns at the circus. (7) Count the eggs in a basket, hearts on a box, or blossoms on a branch. b. Develop concepts of measurement. (1) Measure dry and liquid ingredients when cooking for different occasions. (2) Use the ruler, yard stick, or tape ruler in making different craft projects. (3) Weigh packages, cakes, toys, and each other. (4) Use the candy or meat thermometer in cooking. Use the weather thermometer for charting the temperature. (5) Discuss and count a dozen. c. Develop concepts of time. (1) Use a schedule to develop concept of time in relation to school activities.	a. Make a chart of the natural changes of nature in the fall. b. List some of the holidays that occur in the fall months. c. Name the different ways people change in the fall. d. Discuss the signs of winter. e. List the winter months and some of the holidays in each. f. Explain how the seasons are depicted in window displays. g. Make a notebook on the different activities done during each season. h. Make a poster of the clothes worn in each season. i. Name the precautions taken in winter. j. After a field trip downtown, explain the cooperation shared in lighting and decorating the city. k. Make a poster of the many things seen and done at the Fat Stock Show, at the amusement park, and at the rodeo. l. After a walk in the community draw a picture of "Spring Awakens." m. Make a mural of the activities of spring. n. Plant seeds in window box to beautify home. o. Plan with parents a "fix up-clean up for spring" campaign.	a. Make place mats from leaves collected. Compare size, shape, and color of leaves. b. Collect wild flowers and seeds and dry for making arrangements later. c. Make a poster on nature's signs of fall from specimens collected. d. Discuss and plan a party. Make the refreshments and serve. Give results of team work and sharing. e. Make candy or popcorn balls for a class party. Make duty chart and time schedule. f. Pantomime entering a performance, going to school, or being on the job on time. g. Discuss the importance of listening to instructions the first time given. h. Dramatize care of money, tickets, or personal items at all times. i. Engage in group activity. Accept the responsibility of a job and do it well. j. Make a valentine box and decorate it creatively. k. Use puppets to dramatize a special holiday. l. Role play "The Country Bunny." m. Illustrate a day at the circus, including the different activities. Write a story on the team work in a circus. n. Plan and develop a garden at home and report progress to the class.

1. Pupil Activities to Develop Mathematical Concepts (cont.)	2. Pupil Activities to Develop Understanding of Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
(2) Use individual clocks to show time for various activities. (3) Chart the time for foods for a party to cook. (4) Time eggs cooking for decoration for Easter. (5) Make charts or collect from newspaper the time for sunrise and sunset. (6) Use transparencies to show units of time. d. Develop concepts of money values. (1) Make a gift list for friends and figure the total cost of the gifts. (2) Discuss ticket prices and talley the cost for a given number. (3) Practice making change when buying popcorn or refreshments at the circus. (4) Purchase yarn for making a present. Compare price of a ready-made equivalent. (5) Compare price of candy eggs to hen eggs. (6) Make refreshments for a party. Figure the cost. (7) From a catalog and newspaper, compare prices of Christmas trees, pumpkins, eggs, presents, etc.	p. Write experience charts on holiday activities. q. Discuss summer activities. r. Invite speakers of different nationalities to explain their holiday customs. s. Plan a "beautification center" for school. t. Plan a terrarium. Compare care and growth with a potted plant. u. Make a chart of seasonal foods and foods for holiday seasons. Discuss the basis for these foods on given holidays. v. Study flower catalog and discuss flowers with seasonal implications.	o. Plan a party at home being responsible for the serving of the food and the making of the decorations. p. Make a recipe holder for a Mother's Day gift. Write a note telling how much you appreciate your mother. q. Make a paper weight for Father's Day gift. r. Explain how you show your emotions or attitude as you work. s. Boil and dye eggs for an Easter hunt for a Level I class. t. Knit a shell, shoe tote, slippers, or bag for a gift. u. Make decorations for class or school Christmas tree. v. Make and decorate for a holiday party or meal. w. Mold or dip festive candles.

V. VOCABULARY

Abraham Lincoln
birthday
cat
Christmas
circus
days of week
fall
George Washington
holiday
months of year
New Year
pumpkin
season
spring
summer
Thanksgiving
tree
turkey
valentine
winter
witch

VI. EVALUATION

A. Did the pupil improve in his coordination?

B. Did the pupil become more sensitive to taste, touch, and smell?

C. Did the pupil improve in his health habits?

D. Did the pupil improve in his safety habits?

E. Did the pupil learn why special days and holidays are celebrated?

F. Did the pupil develop appreciation for patriotic observances, practices, and customs?

G. Did the pupil expand his mathematical concepts?

H. Did the pupil become aware of activities characteristic of individual neighborhoods?

I. Did the pupil extend his vocabulary?

J. Did the pupil become aware of jobs that are available seasonally?

VII. SUGGESTED AUDIO-VISUAL AIDS

A. Films (Available from the Education Service Center, Region XI)

L 208 Abraham Lincoln
Q 460 Animals in Spring
S 657 Animals in Winter

LK 796 The Boyhood of Thomas Edison
Q 1603 The Boyhood of George Washington
K 44 Camouflage in Nature through Form and Color Matching (2nd Ed.)
Q 946 Causes of the Seasons
L 157 Circus Day in Our Town
S 900 Clyde Beatty's Animal Thrills
L 188 George Washington
S 312 Here Comes the Circus
GK 407 Living Things Are Everywhere
S 1173 What Causes the Seasons
K 167 What the Frost Does
R 403 Why Seasons Change

B. Tapes

182-15 A Song of Thanksgiving
186-15 Around the Christmas Tree
1429-15 Easter Time
196-15 Our Friends in the Zoo
180-15 Witches, Bats, and Big Black Cats

VIII. SUGGESTED BOOKS FOR PUPILS

Adelson, Leone. All Ready for Summer, McKay, 1956.

Adelson, Leone. All Ready for Winter, McKay, 1952.

Beim, Jerrald. The Boy on Lincoln's Lap, McLeod Limited, Toronto, 1955.

Brown, Margaret Wise. On Christmas Eve, Young Scott Books, 1961.

Circus Stories, Garrard, 1956.

Duvoisin, Roger. House of Four Seasons, Lanthrop, 1956.

Harmer, Mabel. The True Book of the Circus, Children's Press, 1955.

Lenski, Lois. Now It's Fall, Oxford, 1948.

Lenski, Lois. Spring Is Here, Walch, 1945.

McGovern, Ann. Why It's a Holiday, Random, 1960.

Miles, Betty. A Day of Autumn, Knopf, 1960.

Miles, Betty. A Day of Summer, Knopf, 1960.

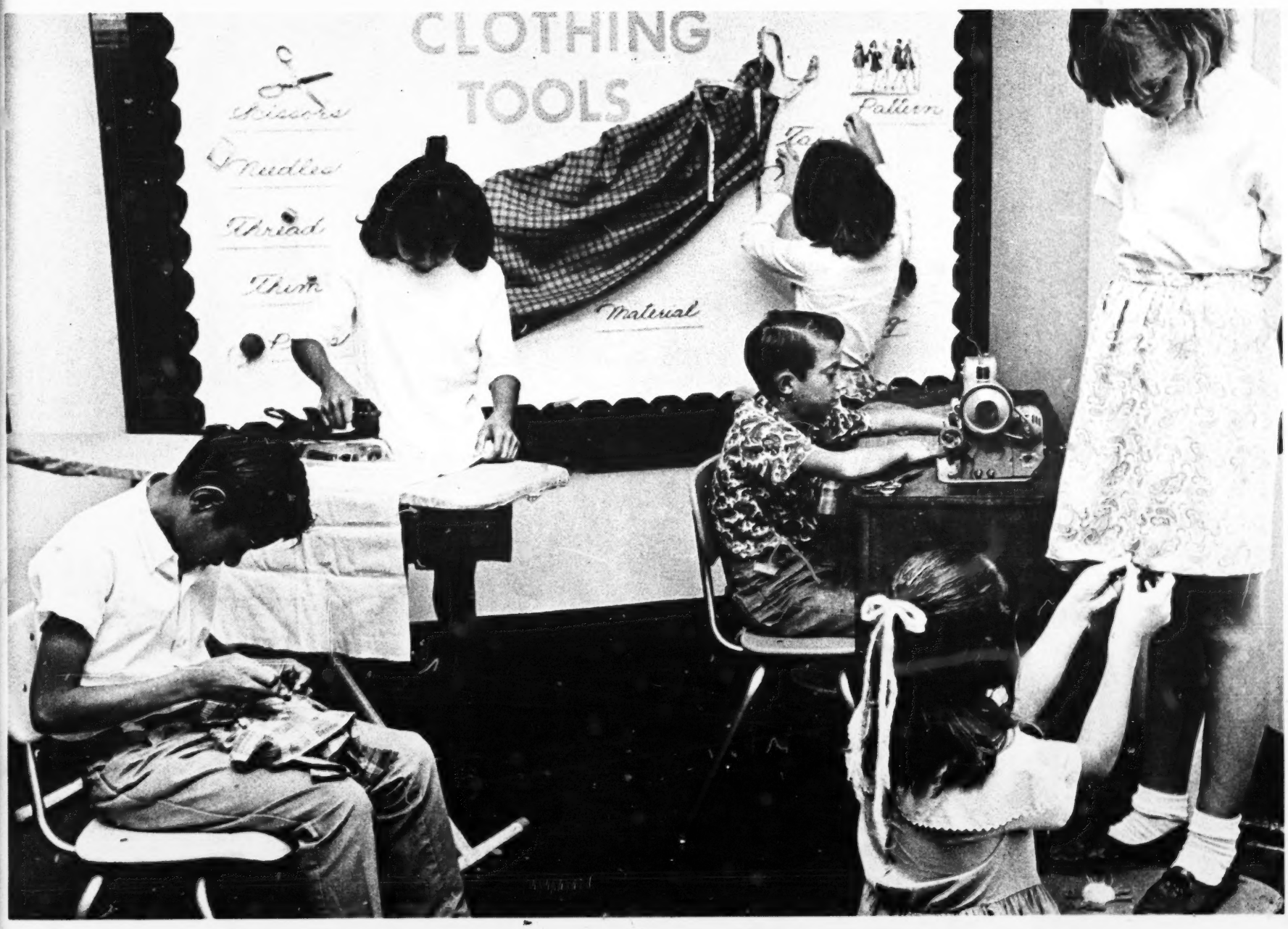
Miles, Betty. A Day of Winter, Knopf, 1960.

Moore, Clement C. The Night Before Christmas, Grosset, 1961.

Podendorf, Illa. The True Book of Seasons, Children's Press, 1955.

Purcell, John W. The True Book of Holidays, Children's Press, 1955.

Schlein, Miriam. The Sun, the Wind, the Sea, and the Rain, Abelard-Schuman, 1960.



Part Three Bibliography

Part Three

Bibliography

I. BIBLIOGRAPHY FOR TEACHERS

A. Curriculum Publications, Fort Worth Public Schools

Beginning Reading Skills, Curriculum Bulletin No. 341.2, 1969.

Educable Mentally Retarded, Level II, Curriculum Bulletin No. 602, 1969.

Health and Safety, Grades 1-3, Curriculum Bulletin No. 204, 1966.

Music, Grades 1-3, Curriculum Bulletin No. ABC121, 1964.

Physical Education for Elementary Schools, Grades 1-6, Curriculum Bulletin No. 201.1, 1963.

Social Studies, Grade 1, Curriculum Bulletin No. 302.2, 1968.

Social Studies, Grade 2, Curriculum Bulletin No. 301.2, 1968.

B. Books

Andrews, Gladys. Creative Rhythmic Movement for Children, Prentice, 1954.

Bangs, Tina E. Language and Learning Disorders of the Preacademic Child, Appleton, 1968.

Benson, Kenneth R. Creative Crafts for Children, Prentice, 1954.

Boyer, Madeline Hass. The Teaching of Elementary School Physical Education, Lowell Pratt, 1965.

Carlson, B. W. Make It and Use It, Abingdon, 1958.

Carlson, B. W. and D. R. Ginglend. Play Activities for the Retarded Child, Abingdon, 1961.

Chapman, Frederick M. Recreation Activities for the Handicapped, Ronald, n.d.

Dinkmeyer, Dan C. Child Development: The Emerging Self, Prentice, 1965.

Edgerton, Robert B. The Cloak of Competence, Stigma in the Lives of the Mentally Retarded, University of California Press, 1967.

Faber, Benard. Mental Retardation: Its Social Context and Social Consequences, Houghton, 1968.

Faber, Nancy W. The Retarded Child, Crown, 1968.

Fitzgerald, Burdette E. Let's Act the Story, Fearon, 1957.

Gallagher, James and S. A. Kirk. The Tutoring of Brain-Injured Mentally Retarded Children, Thomas, 1960.

Gaitskell, Charles D. and Margaret R. Art Education for Slow Learners, Bennett, 1957.

Garton, Malinda D. Teaching the Educable Mentally Retarded: Practical Methods, Thomas, 1961.

Hellmuth, Jerome (ed.). Learning Disorders, Volume 1, Special Education Publication of Seattle Seguin School, Inc., Hellmuth and Straub, 1965.

Hunter, Helene. Reading Methods and Games for Teaching the Retarded Child, Know Publications, n.d.

Jacobs, Frances E. Finger Plays and Action Rhymes, Golden 1963.

Johnson, Doris J. and Helmer R. Myklebust. Learning Disabilities, Grune and Stratton, 1967.

Karnes, Merle B. Helping Young Children Develop Language Skills, A Book of Activities, The Council for Exceptional Children, 1968.

Kephart, Newell C. The Slow Learner in the Classroom, Merrill, 1960.

Kirk, S. A. Early Education of the Mentally Retarded, University of Illinois Press, 1961.

Kirk, S. A. Educating Exceptional Children, Houghton, 1962.

Kirk, S. A. and G. Orville Johnson. Educating the Retarded Child, Houghton, 1951.

Langdon, Grace and Irving W. Stout. Teacher-Parent Interviews, Prentice, 1954.

Lewis, Richard S. The Other Child, Grune and Stratton, 1960.

McDonald, Eugene T. Understand Those Feelings, Stanwix House, 1963.

Phillips, E. Lakin, et al. Discipline, Achievement, and Mental Health, Prentice, 1962.

Phillips, E. Lakin. Physical Education for Children, The Athletic Institute, Chicago, 1951.

Pierce, June. Wonder Book of Finger Plays and Action Rhymes, Wonder Books, 1955.

Pollock, M. P. and Mariam. New Hope for the Retarded, Porter Sargent, 1953.

Robinson, Jessie. Things to Make from Odds and Ends, Appleton, 1945.

Rothstein, Jerome H. (ed.). Mental Retardation, Holt, 1963.

Sarason, Seymour B. Psychological Problems in Mental Deficiency, Harper, 1953.

Scarry, Richard. Best Word Book Ever, Golden, 1963.

Scott, Louise B. Talking Time, Webster, 1957.

Smart, Mollie and Russell C. Child Development and Relationships, Macmillan, 1967.

Smith, Bert Kruger. Your Nonlearning Child, Beacon, 1968.

Strauss, Alfred A. and Laura E. Lehtinen. Psychopathology and Education of the Brain-Injured Child, Grune and Stratton, 1947.

Theodore, Sister Mary. The Challenge of the Retarded Child, Bruce, 1959.

Tredgold, A. F. A Textbook of Mental Deficiency, Bailliere, 1952.

Tyler, Leona E. Tests and Measurements, Prentice, 1963.

Wallin, J. F. Education of Mentally Handicapped Children, Harper, 1955.

C. Periodicals

American Journal of Mental Deficiency, 224 East 28th Street, New York, New York 10016.

Arts and Activities, 8150 North Central Park Avenue, Skokie, Illinois 60076.

Children Limited, The National Association for Retarded Children, 420 Lexington Avenue, New York, New York 10017.

Education and Training of the Mentally Retarded, The Journal of the Division on Mental Retardation, The Council for Exceptional Children, A Department of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Exceptional Children, The Council for Exceptional Children, A Department of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Grade Teacher, 23 Leroy Avenue, Darien, Connecticut 06820.

The Instructor, F. A. Owens Publishing Company, Dansville, New York.

D. Filmstrips

1. The following filmstrips are from the List of Equipment and Supplies for E. M. R., Department of Special Education, Fort Worth Public Schools.

   a. Filmstrip: Encyclopaedia Britannica

      #8990 Going Downtown

      #8990 Going Places

      #8990 Going Shopping

      #8990 Going to the Country

      #8990 Going to the Zoo

      #7660 Keeping Clean and Neat

#7660 Neighborhood Workers

#7640 Play Safety

#8990 Playing Community Helpers

#7640 Safety Helpers

b. Filmstrips: Eye Gate

34I Good Manners at School

34H Good Manners on the Street and Public Conveyances

#192 Little Things That Count (Set of 8 filmstrips)

#192B Lucy Learns to Share

24 Our Flag and Our Country (Set of 4 color filmstrips, 2 records, and Teacher's Manual.)

96 Our Neighborhood Workers (Set of 9.)

#192H Please Is a Good Word

29D Right Clothes Help Health

29G Right Foods Help Health

34B Table Manners

#192D Try, Try, Again

34A Why Have Good Manners

c. Filmstrips: McGraw-Hill

289000 Building Good Work Habits (Set of 6 filmstrips and 6 records)

401860 Primary Grade Art Series

Clay Modeling (L.C.FiA52-1847)

Cutting and Pasting (L.C.FiA52-1844)

Drawing (L.C.FiA52-1842)

Finger Painting (L.C.FiA52-1846)

Painting (L.C.FiA52-1846)

Water Coloring (L.C.FiA52-1845)

404150 Growing in Citizenship Series

A Good Citizen Cooperates with Others

A Good Citizen Grows in Responsibility

A Good Citizen Is Well Informed

A Good Citizen Lives Honestly

A Good Citizen Obeys Rules and Laws

A Good Citizen Respects Property

2. Check your school filmstrip cabinet for other suitable filmstrips to use with the units.

E. Records

1. The following records are from the Equipment and Supply List, Special Education Department, Fort Worth Public School.

Basic Concepts Through Dance, EALP #601 (Body Image)

Concept Record, Volume I

Concept Record, Volume II

Concept Record, Volume III

Communities and Community Helpers, CL#11

Creative Rhythms (24), Action and Imitative, RRC-103

Dance Record Without Partners, RRC-1303

The First Talking Alphabet

The Five Senses, CL#9

Honor Your Partner, Album X (Folk Dances, Play Party, Games, Singing)

Intermediate Physical Fitness, RRC-903

Listening Time #1, RB-3835

Music for Exceptional Children #1

Music for Exceptional Children #2

Physical Fitness for Primary Children, RRC-803

Reading and Number Readiness, RRC-203

Rest Land Time, RRC-1503

Rhythm Time #1, RB-3841

The Second Talking Alphabet

Sing a Song of Home, Neighborhood, and Community, RB-3826

Singing Games #1, RB-3845

Songs for Children with Special Needs, RB-3828

Sounds I Can Hear

2. The following records are not on the list of supplies.

Pathways to Phonic Skills, Volume I, LL-3

Rhythm Record--Creative Rhythms, RRC-2103

Rhythm Record--Dance Steps-Dances, RRC-1303

Rhythm Record--Hand Rhythms, RRC-2203

Rhythm Record--Modern Mother Goose, RRC-3103

Rhythm Record--Preschool Activities, RRC-1703

Rhythm Record--Rhythm Band, RRC-2003

Rhythm Record--Words and Movement, RRC-1203

F. Pamphlets

Hello World, The President's Commission on Mental Retardation, Washington, D.C., U.S.C.P.O., 1968.

Catalog of the Media Lending Library, Education Service Center, Region XI, 2821 Cullen Street, Fort Worth, Texas 76107.

II. BIBLIOGRAPHY FOR PARENTS

Buck, Pearl S. The Child Who Never Grew, John Day, 1950.

Heiser, Karl F. Our Backward Children, Norton, 1955.

Kirk, S. A., M. B. Karnes, and W. D. Kirk. You and Your Retarded Child (A Manual for Parents), Macmillan, 1955.

Levison, A. The Mentally Retarded Child: A Guide for Parents, John Day, 1952.

Rogers, Dale E. Angel Unaware, Fleming H. Revell Company, Los Angeles, California, n.d.

_____. Schools for Young Children: A Handbook of Guiding Principles for Parents and Teachers, Texas Education Agency, Texas State Department of Education, Austin, Texas (Third Printing), 1956.

APPENDIX

PART FOUR

APPENDIX A

Name of Child _____

EVALUATION STANDARDS

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
I. READINESS				
A. Sees likeness and difference in objects				
B. Finds differences in near and alike objects				
C. Sees likeness and difference in single pictured concrete objects				
D. Matches double pictured concrete object cards				
E. Matches triple pictured concrete object cards				
F. Reads pictures from left to right				
G. Recognizes primary colors				
H. Recognizes secondary colors				
I. Can sort cards of primary and secondary colors				
J. Matches abs ıct figures with a color clue				
K. Can work simple form boards				
L. Can see size and shape relationship between objects				
M. Finds missing parts of objects				
N. Sorts category cards of objects or people				

*Insert the date each level of competency is achieved.

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
O. Recognizes own name on labels				
P. Matches abstract single symbols				
Q. Builds own name with magnetic letters				
R. Can take simple direction				
S. Can take short series of directions concerning art work				
T. Can see functional connection between objects (concrete or pictured)				
U. Has learned several nursery rhymes, songs, finger plays				
V. Can participate in story telling to best of his oral ability				
W. Can observe and remember items in a picture				
X. Tells familiar stories using aids, pictures, or figures				
Y. Participates in dramatizing familiar stories				
II. PARTICIPATION				
A. Initiates sharing				
B. Initiates taking turns				
C. Initiates cooperative situations				
D. Speech and behavior are socially acceptable				
E. Initiates and contributes to group activities				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
III. ACCEPTING RESPONSIBILITY				
A. Conforms to prescribed limitations of physical environment				
B. Willingly follows and completes directions				
C. Respects his own and others' property				
D. Makes simple choice when occasion arises				
E. Starts and completes tasks without supervision				
IV. SELF CARE				
A. Washes and dries well and leaves room neat				
B. Independent in caring for toilet needs				
C. Remembers to brush teeth				
D. Uses fountain and drinking utensils properly				
E. Always combs hair neatly and independently				
V. PERSONAL ROUTINES AND SAFETY				
A. Dresses self independently including zipping, buttoning, and buckling				
B. Takes jackets and coats off independently				
C. Eats neatly and quietly using utensils skillfully				
D. Cares for materials and uses them safely				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
VI. PREPARING FOR LUNCH				
A. Independently prepares for lunch				
B. Lines up with group				
C. Does what he is told				
D. Cleans the table when he has finished				
VII. CLEANING				
A. Washes and dries toy eating utensils				
B. Can sweep an area well, sweeping dust into a pan				
C. Removes necessary objects and dusts				
VIII. [illegible]NG ERRANDS				
A. Carries note and can execute errand anywhere in building				
B. Answers door properly, opens door when visitor leaves, and says goodbye				
IX. LANGUAGE DEVELOPMENT				
A. Sustains attention, relates, and recalls sequence of events				
B. Comprehends and responds to verbal statements or instructions				
C. Uses social words meaningfully and spontaneously				
D. Forms and completes intelligible sentences				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
E. Tells a story without assistance				
F. Prints name without assistance				
G. Understands meaning of symbols to 10--1-2-3-4-5-6-7-8-9-10				
H. Tells time by hour or half hour				
I. Responds with proper action to safety signs				
X. MUSIC DEVELOPMENT				
A. Always listens readily and attentively to music				
B. Can sing a complete melody				
C. Uses body to interpret all types of rhythms				
D. Plays willingly all musical instruments with the group				
XI. ARTS AND CRAFTS				
A. Can draw a meaningful picture				
B. Can use many colors attractively in a composition				
C. Creates many designs with finger paint				
D. Cuts, folds, and pastes paper independently				
E. Creates recognizable objects from clay				
F. Can lace, string, braid, or weave				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
XII. GROSS MUSCLE ACTIVITIES				
A. Has skill in walking, marching, galloping, running, hopping, and skipping				
B. Can jump and bend properly				
C. Has skill in rolling, bouncing, throwing, catching, and kicking				
D. Has skill and coordination in pulling, pushing, lifting, and carrying				
E. Uses all tools properly, skillfully, and safely				
XIII. SMALLER OR FINE MUSCULAR ACTIVITIES				
A. Can produce recognizable results when folding, pasting, modeling, or painting				
B. Can lace, zip, button, unbutton, snap, and buckle				
C. Can use tools well				

APPENDIX B

PARENTS' PERMISSION FOR FIELD TRIPS

Special Education Class
_____ School
_____, 19____

_____ has my permission to go on all field trips
(Name of child)
and/or short excursions at any time during the school year that the teacher may deem necessary for concrete experiences. These trips will be well-planned and all precautions will be taken to prevent any accident. I understand, however, that neither the _____School nor the _____ School District can assume responsibility for any accident involving my child while on the excursion.

_____
(Parent's Signature)

It is wise to secure permission from the parents for such outings and field trips. The most feasible way is to ask the parent to grant a blanket permission for all such excursions to be made during the year. This suggested form may be used.